

THE INVOLVEMENT OF ON-CAMPUS AND OFF-CAMPUS STUDENTS
IN ACADEMIC AND NON-ACADEMIC ACTIVITIES
IN NIGERIAN UNIVERSITIES

BY

CHRISTIANAH I. FALADE

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1988

UNIVERSITY OF FLORIDA LIBRARIES

Copyright 1988

by

Christianah I. Falade

DEDICATION

To the honor and glory of my God and Savior Jesus Christ.

"Thine O LORD, is the greatness, and the power, and the glory, and the victory, and the majesty; for all that is in the heaven and in the earth is thine, thine is the kingdom, O LORD, and thou art exalted as head above all.

Both riches and honor come of thee, and thou reignest over all; and in thine hand is power and might; and in thine hand it is to make great, and to give strength unto all.

Now therefore, our God, we thank thee, and praise thy glorious name." (1 Chronicles 29:11-13 KJV)

ACKNOWLEDGEMENTS

The completion of this work has been possible through the help, support, inspiration, and guidance of many people to whom I will be forever grateful.

I would like to extend my gratitude to all the members of my supervisory committee, Dr. James Wattenbarger, the chairman, who supported, encouraged and directed me throughout the Ph.D. program. I also extend my appreciation to Dr. Arthur Sandeen and Dr. Max Parker for their contributions to this dissertation.

I am very grateful to Dr. James Heald for his support and the part he played in shaping my ideas and in correcting this work. I am also thankful to all the people at the Department of Educational Leadership who offered me a graduate assistantship throughout my program without which it would have been financially difficult for me to finish my doctorate.

Special appreciation is hereby extended to Kathy Carroll and Sharon Lake at the department office for the warm and friendly environment they provide. I also thank Leila Cantara for her support, help, and most especially for her expertise and enthusiasm in getting the typing done.

I would like to express my appreciation to my parents Joseph Richard Oni and Janet Omotayo Abiodun, though deceased they are remembered for the character instilled in me from youth. I am also grateful to my stepmother who loved, served, and invested in my life. I extend thanks to my Uncle Gabriel Ojo Falegan who believed in me and planted the first "seed" of my college education. Special gratitude is also extended to my brothers, Vincent and Victor, for their love and support for their "baby sister" and for willingly and joyfully sponsoring me throughout my undergraduate education. I am also thankful to my sister Bodunde for her love, moral and financial support, and contribution towards my education.

My special appreciation is extended to all Maranatha Church brethren and also to Dr. and Mrs. M. Sadiku, Dr. and Mrs. F. Ogunji, Dr. and Mrs. Nweke, Dr. Bisi Ugbebor, Mr. Kayode Odunuga, Granny Waveney, and Ms. Marlene Darlington for their support and prayers.

I would like to express my deepest gratitude to my husband Christopher who gave his "all" to make this achievement possible and to my children 'Seyi and 'Seun who sacrificed, prayed, and helped me in their own little ways to finish.

Finally, I thank God and my Savior Jesus Christ for giving me the life, guidance, the provision, and the opportunity to achieve this in life; for in Him I live and move and have my being.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
ABSTRACT	xii
CHAPTERS	
I INTRODUCTION	1
Statement of the Problem	9
Justification	11
Delimitations	13
Limitations	14
Assumptions	15
Definition of Terms	16
Research Procedure: An Overview	19
Data Analysis: An Overview.	21
Summary	21
II REVIEW OF RELATED LITERATURE	23
Introduction	23
Academic Achievement, Library Usage, and Study Habits	29
Extracurricular Activities	38
Student/Faculty Interaction	40
Students' Outcomes	41
Residence Location Factors	43
Peer Relationships	46
College Satisfaction	49
Summary	51
III RESEARCH METHODOLOGY	53
Research Design	53
Setting	54
Sample Selection	57
Procedure for Data Collection	58
Statistical Analysis of Data	59
Summary	61

IV	RESULTS OF THE STUDY	63
	Introduction	63
	Description of the Sample	64
	Test of Hypothesis One	72
	Test of Hypothesis Two	83
	Test of Hypothesis Three	86
	Test of Hypothesis Four	89
	Test of Hypothesis Five	92
	Test of Hypothesis Six and Sub-hypotheses 6a, 6b, 6c, 6d, 6e, 6f, and 6g	98
	Summary	109
V	SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS . .	110
	Summary	110
	Nigerian Students' Residence and Students' Academic Achievement and Activities.	112
	Nigerian Students' Residence and Students' Involvement in Clubs and Organizations	113
	Nigerian Students' Residence and the Students' Number of Hours of Weekly Involvement in Extracurricular Activities	114
	Nigerian Students' Residence and Friendships Made by Students During Undergraduate Education	115
	Nigerian Students' Residence and the General College Satisfaction of the Students	116
	Nigerian Students' Residence and the Student/Faculty Relationships	117
	Conclusions	119
	Discussion	121
	Areas for Future Study	130
	Recommendations	131
	REFERENCES	134
	APPENDIX	140
	BIOGRAPHICAL SKETCH	148

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Ages of Sample Population from the University of Ibadan . .	65
2 Ages of Sample Population from the University of Lagos . .	66
3 Gender of Total Respondents from Both Universities	66
4 Ages of All Student Respondents from Both Universities . .	67
5 Residence Locations for Total Respondents from Both Universities	68
6 The Most Important Reason Why Students Resided Off-Campus .	69
7 Percentage Distribution of Commuters' Distances to Residences	70
8 Percentage Distribution of Commuters' Means of Transportation	70
9 Percentage Distribution of Students Most Desirable Residences	71
10 Percentage Distribution of the Locations of Students' After-Class Activities	72
11 Differences in Academic Grade Point Averages for the University of Ibadan Students	73
12 Differences in Academic Grade Point Averages for the University of Lagos Students	74
13 Differences in Study Hours of Students at the University of Ibadan	75
14 Differences in Reported Hours in Library of Students at the University of Ibadan	76

15	Differences in Study Hours of Students at the University of Lagos	76
16	Differences in Reported Library Hours of Students at the University of Lagos	77
17	Differences in Reported Library Hours of Students from Both Universities	78
18	Differences in Reported Study Hours of Students from Both Universities	79
19	Students' Study Partners at the University of Ibadan . . .	80
20	Students' Study Places at the University of Ibadan	80
21	Students' Study Partners at the University of Lagos	81
22	Students' Study Places at the University of Lagos	81
23	Students' Study Partners at the Combined Universities . .	82
24	Students' Study Places at the Combined Universities . . .	82
25	Membership in Clubs and Organizations of Students at the University of Ibadan	85
26	Membership in Clubs and Organizations of Students at the University of Lagos	85
27	Membership in Clubs and Organizations of Students at the Combined Universities	86
28	Average Number of Hours Spent in Club Activities by Students at the University of Ibadan	88
29	Average Number of Hours Spent in Club Activities by Students at the University of Lagos	88
30	Average Number of Hours Spent in Club Activities at the Combined Universities	89
31	Locations of University of Ibadan Students' Close Friends .	90
32	Locations of University of Lagos Students' Close Friends .	91
33	Locations of Residence of Students' Close Friends at the Combined Universities	92

34	Satisfaction of College Experiences at the University of Ibadan	94
35	Satisfaction of College Experiences at the University of Lagos	94
36	Satisfaction of College Experiences at the University of Ibadan by "Satisfied" and Not Satisfied"	95
37	Satisfaction of College Experience at University of Lagos by "Satisfied" and "Not Satisfied"	95
38	Satisfaction of College Experience at the Combined Universities	97
39	Frequency of University of Ibadan Students' Informal After-Class Meetings with Faculty Members	99
40	University of Ibadan Students' Frequency of Informal Discussion of Class/Course Problems with Faculty Members .	100
41	University of Ibadan Students' Reception of Academic Advice from Faculty Members	100
42	University of Ibadan Students' Frequency of Receiving Informal Academic Advice from Faculty Members	101
43	University of Ibadan Students' Frequency of Informal Discussions with Faculty Members About Social, Political, or Campus Issues	101
44	University of Ibadan Students' Frequency of Informal Discussions with Faculty Members About Personal Problems .	102
45	University of Ibadan Students' Frequency of Informal Discussions with Faculty Members About Future Careers . . .	102
46	University of Lagos Students' Frequency of Informal Discussion of Class/Course Problems with Faculty Members .	103
47	University of Lagos Students' Reception of Academic Advice from Faculty Members	104
48	University of Lagos Students' Frequency of Informal Discussions with Faculty Members on Social, Political, or Campus Issues	105

49	University of Lagos Students' Frequency of Informal Discussions of Personal Problems with Faculty Members . . .	105
50	University of Lagos Students' Frequency of Informal Discussions of Future Careers with Faculty Members	106
51	University of Lagos Students' Frequency of Informal After-Class Meetings with Faculty Members	106
52	University of Lagos Students' Frequency of Receiving Informal Academic Advice from Faculty Members	107
53	Students' Frequency of Reception of Academic Advice from Faculty Members	108
54	Students' Frequency of Informal Discussions with Faculty Members About Future Careers	109

Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy

THE INVOLVEMENT OF ON-CAMPUS AND OFF-CAMPUS STUDENTS
IN ACADEMIC AND NON-ACADEMIC ACTIVITIES
IN NIGERIAN UNIVERSITIES

By

Christianah I. Falade

August, 1988

Chairman: James L. Wattenbarger
Major Department: Educational Leadership

Some researchers have postulated that excellence in higher education is related to student involvement. This theory was proposed by Astin in his 1984 and 1985 reports on research studies related to college success. In these, as well as earlier literature, Astin classified dormitory living as one involvement factor and linked it with several other factors of involvement. He reported that the dormitory factor contributed positively to the involvement of students in their academic and nonacademic activities.

This study was an exploration of the differences of on-campus and off-campus Nigerian university students and their involvement in college programs. The students' academic achievement and activities, student/faculty interactions, student/peer relationships, and extracurricular activities were used as indicators of involvement of students in their college's academic and nonacademic activities. Twelve null hypotheses were tested at the .10 alpha level for these

involvement variables and also for the level of students' satisfaction with their college experience.

The students from the University of Ibadan and the University of Lagos were used as the populations from which the samples were drawn. Survey questionnaires were administered to a randomly selected number of students. These questionnaires were supplemented by onsite observation and interviews. The data were analyzed descriptively and inferentially by chi-square and t-test statistics for independent samples.

The level of involvement of Nigerian on-campus and off-campus university students was found to be similar with few statistically significant differences noted. The on-campus students at the University of Ibadan had significantly more on-campus friendships than their off-campus counterparts. The on-campus students at the University of Lagos reported significantly more friendships on-campus than the off-campus students; they also related significantly more to their lecturers in the area of reception of academic advice and in the frequency of discussion of academic related problems. The on-campus students at this institution had significantly higher academic grade point averages than their off-campus counterparts.

Although few statistically significant differences were noted in this study, the on-campus students of both institutions showed consistently higher levels of involvement than the off-campus students. While this study provided support for Astin's theory of student involvement, it also raised questions about several points that are not in agreement with the theory.

CHAPTER I INTRODUCTION

In recent years, successive waves of educational improvement programs have passed through the higher education systems. Since the 1983 controversial national report entitled A Nation At Risk: The Report of the National Commission on Excellence in Education (National Institute of Education, 1983) and subsequent reports such as Involvement in Learning: Realizing the Potential of American Higher Education (National Institute of Education, 1984) and Integrity in the College Curriculum: A Report to the Academic Community (Association of American Colleges, 1985), leaders of American universities and colleges have grown more concerned about the ways through which quality and excellence can be restored to undergraduate education. The achievement of excellence has become one of the major goals of the institutions of higher education in this country. The Study Group on the Conditions of Excellence in American Higher Education recommended three means through which the quality of undergraduate education can be improved (National Institute of Education, 1984). These are (a) increased student involvement, (b) higher expectations, and (c) improved assessment and feedback.

According to the staff of the National Institute of Education (1984), the student involvement area is probably the most crucial factor for the improvement of undergraduate education. The justification for this is expressed in the following excerpt:

there is now a good deal of research evidence to suggest that the more time and effort students invest in the learning process and the more intensely they engage in their own education, the greater will be their growth and achievement, their satisfaction with their educational experiences, and their persistence in college, and the more likely they are to continue their learning. (p. 17)

Astin (1984, 1985) elaborated more on the issue of student involvement by developing a theory of student involvement. The five basic postulates of this theory are given below.

1. Involvement refers to the investment of physical and psychological energy in various "objects." The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination.)
2. Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in, say, academic work can be measured quantitatively (how many hours the student spends studying) and qualitatively (does the student review and comprehend reading assignments, or does the student simply stare at the textbook and daydream?).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (Astin, 1985, pp. 135-136)

The student involvement concept concerns the behaviors of students who show active participation in their learning. It incorporates the activities that are geared towards intellectual and personal development of students during their undergraduate education. The participation of students in student organizations, frequent interaction with faculty members and student peers, the students' devotion of time and energy to school work, and the involvement of students in on-campus activities are some of the physical behaviors usually noted as evidence that students are actively involved (Astin, 1984, 1985; National Institute of Education, 1984). The greater the involvement of students in each of these activities, the greater will be their rewards in terms of their intellectual and personal development. According to the theory of student involvement, "the extent to which students can achieve particular developmental goals is a direct function of the time and effort they devote to activities designed to produce these gains" (Astin, 1984, p. 301).

The student involvement concept has been recognized as vital to improving the quality of undergraduate education. Astin (1984, 1985) claimed that it is crucial to the intellectual and personal development of college students. The concept of involvement was further hypothetically illustrated by Astin (1985) as follows:

a highly involved student is one who, for example, devotes considerable energy to studying, spends a lot of time on campus, participates actively in student organizations, and interacts frequently with faculty

members and other students. Conversely, an uninvolved student may neglect studies, spends little time on campus, abstains from extracurricular activities, and has little time contact with faculty members or other students. (p. 134)

According to Astin (1984), the student involvement theory grew out of his 1975 longitudinal study of college environmental factors and students' persistence. He summarized the findings as follows:

It turned out that virtually every significant effect could be rationalized in terms of the involvement concept; that is, every positive factor was likely to increase student involvement in the undergraduate experience, whereas every negative factor was likely to reduce involvement. (p. 302)

In the same study and in later papers, Astin (1984, 1985) identified the student residence as the most salient environmental factor that contributed to students' retention. In examining all of the different kinds of students' residences, Astin (1984) credited the on-campus dormitory as being the most supportive element of student involvement in the various aspects of campus academic and extracurricular activities. He used the following statement to buttress this point:

It is obvious that students who live in residence halls have more time and opportunity to get involved in all aspects of campus life. Indeed, simply by eating, sleeping, and spending their waking hours on the college campus, residential students have a better chance than commuter students of developing a strong identification and attachment to undergraduate life. (p. 302)

Similar conclusions about the relationship of on-campus students' residence halls have been reached by other researchers. For example,

Chickering (1974a) found that on-campus residence students participated more often in extracurricular activities than their commuter counterparts.

In the United States, researchers have generated a number of studies in the area of students' residence location during the last two decades. Those who have studied the impact of colleges on students during their undergraduate education have findings that can be generally classified into three areas. The first group refers to studies in which the researchers found differences between commuter and on-campus students and attributed the positive effects to the on-campus residence (Astin, 1973, 1975, 1978; Chickering, 1974a). Commuters and on-campus residential students were found to differ in the areas of academic achievement, persistence in college, faculty to student relationships, participation in extracurricular activities, peer relationships, the level of satisfaction with college, and future academic aspirations. Much of the research in this first category has led writers to credit the on-campus residence living as being positively related to the aspects mentioned above. Chickering (1967) stated that residence halls "provide a significant context for student development . . . it is there that close association with other students occur" (p. 179). Astin (1975, 1984, 1985) identified on-campus living as an important factor in promoting student development and involvement. Burtner and Tincher (1979) reported less

satisfaction among the nonresidential students at Auburn University in the area of their social lives. Chickering (1974a) and Astin (1975) supported the finding that campus residence students are more satisfied with their total undergraduate experiences.

Researchers in the second category have found no differences between the commuters and those students living in the residence halls on campus. Dressel and Nisula (1966), Mussano (1976), and Foster (1975) reported no differences between the commuter students and the on-campus students in the areas of academic achievement and persistence in college. Graff and Cooley (1970) reported no significant difference between these two groups of students in their relationships to faculty members and their student peers. The researchers also found no difference in their academic achievement after the students have completed one semester in the college.

The third group of findings in the students' residence studies is higher academic achievement and satisfaction among the commuters. Bukowski (1975) reported higher grade point averages for the commuter students. Belock (1978) also came to a similar conclusion when she compared the grade point averages of freshman commuters and residential students at Castleton State College during 1976, 1977, and 1978. These two researchers found the means of the grade point averages of the commuters to be significantly higher than those of the residential students. Hardy (1973) reported more

satisfaction for the commuters when both groups were compared on their feelings towards the university administration.

Concluding from the three different sets of findings above, one may note that there appears to be no consensus on the particular students' living environment that can be associated with the student outcomes mentioned. However, Flanagan's (1975) conclusion, based on a review of literature on commuters reported from 1971 through 1975, would suggest otherwise. According to him "a student's loci of living seems to have a significant effect on his/her learning experience. For a commuter student the loci of living tends to be off-campus" (p. 10). If it is true that the students' loci of living do actually affect the students' learning experiences as claimed by this researcher, then there should be a relationship between the students' residence locations and the involvement of students in the learning process. This relationship has been claimed by Astin and others, but because the student involvement concept is becoming an important by-word in the higher educational system it needs further study. The present study was designed to explore the relationship that exists between student involvement and student residence.

Astin (1984, 1985) has positively associated dormitory living with other forms of involvement including relationship with faculty members, relationship with student peers, participation in student government and other student organizations, academic achievement, and

satisfaction of students in undergraduate experience. If dormitory living is enhancing students' involvement in their undergraduate education, the provision for dormitories on a campus may be one way of making available an environment conducive for student learning.

However, the issue of dormitory versus no dormitory facilities requires a considerable expenditure of money. And, again, not everyone agrees with Astin's conclusions about the importance of dormitories. Most, if not all, the research supporting the positive relationship of on-campus living and student development and involvement has been conducted in the United States. In foreign nations, the relationship between dormitory living and student development has not clearly been established. In order to make the concept of student involvement applicable to other countries, there is a need for it to be tested within the context of other nations' cultural and social environments.

The nation of Nigeria is one of the foreign countries that will benefit from research on the relationship of dormitory facilities and student involvement because the Nigerian universities were, at the time of this writing, reevaluating their commitment to the provision of such facilities. The building and maintenance of dormitory halls have been cited continuously by researchers and university administrators as one of the main activities causing the greatest drain and financial burden on the budget of the university (Enaowho,

1985; Oduleye, 1985). In an effort to avoid this dormitory problem, the Ondo State government in Nigeria started the Ondo State University as a non-residential institution. Enaowho (1985) suggested the "acceptance of off-campus status as a precondition for offer of admission to qualified candidates" (p. 316). The decision and policies concerning the issue of dormitories in Nigerian universities have not been based on any known research dealing with how they affect the students and their satisfaction.

Given the existing fiscal condition within the nation, it was believed that the provision of dormitory facilities for Nigerian university students could be phased out as a result of limited funding and low priority. This situation made this research on the students' residence locations and student involvement in college activities most useful in providing necessary data for future policy decisions for the Nigerian university leaders, as well as offering findings from a new context that addresses the importance of student involvement.

Statement of the Problem

This study was designed to investigate the differences in on-campus and off-campus students' involvement in university activities. The purposes of the research were threefold: (a) to determine the differences in the involvement of on-campus and off-campus students at two Nigerian universities, (b) to test the validity of Astin's student involvement theory in Nigeria, and (c) to determine the differences in the general college satisfaction of on-campus and off-campus students at these two institutions.

The residence location factor was used in testing the theory of student involvement. The students' average academic achievement and activities, membership in student clubs and organizations, time spent in extracurricular activities, friendships with other students, and relationships with faculty members were used as measures of the level and types of involvement.

The following general null hypothesis was used to test the relationships that existed between students' residence locations and involvement in various college activities.

Ho: There is no difference in the involvement of Nigerian on-campus and off-campus students in the total university program.

To test this hypothesis and determine the differences in general satisfaction, six research questions were posed.

1. Is there a difference in Nigerian on-campus and off-campus students' academic achievement and activities at the university?
2. Is there a difference in Nigerian on-campus and off-campus students' participation in campus clubs and organizations?
3. Is there a difference in the number of hours that Nigerian on-campus and off-campus students spend in college-related extracurricular activities per week?
4. Is there a difference in the friendships made by Nigerian on-campus and off-campus students at college?

5. Is there a difference in the general college satisfaction of Nigerian on-campus and off-campus students?
6. Is there a difference in the student/faculty interactions of Nigerian on-campus and off-campus students?

Hypotheses related to these questions were tested at the .10 level of significance.

Justification

Historically, the Nigerian universities have been built at the outskirts of the cities. This location justified the existence of dormitory facilities. For example, the University of Ibadan, the nation's first university, was patterned after London University which epitomized the British system of higher education. At the time this university was established in Nigeria, the residential feature along with other British aspects of higher education was imported into the nation. The Asquith Commission that recommended the establishment of the university "emphasized the principles of a residential university college in special relationship with London University (University of Ibadan, 1977, p. 23). The dormitory, therefore, became an essential feature of the Nigerian higher educational system. The provision and maintenance of the dormitory facilities became one of the most important services provided students. The service was considered an essential one since more than 90% of the students did not have personal transportation.

At the time of this writing, the future of dormitory services could not be guaranteed in Nigerian higher education because of financial exigencies (Enaowho, 1985; Oduleye, 1985). As early as 1977-1978, it was reported in the University of Ibadan catalog that the institution's residential concept was being "threatened" by the problems of larger enrollment and limited funds (p. 24).

Dormitory halls had been cited as causing unnecessary financial drain on the Nigerian universities' limited budgets. However, there was no known research on the influence of dormitory halls and Nigerian university students. Further, the decision and recommendation on the services of the dormitories had not been based on factors other than economic influences.

This study resulted in the development of empirical data that could help the Nigerian university policymakers in developing better decisions about the role of dormitory halls in the future of the nation's higher education. Living in the dormitory halls has been found to be positively related to student involvement in some North American universities. It was important for policymakers in Nigeria to be able to know empirically the relationship between dormitory living and student involvement in Nigerian universities.

The student involvement theory used in this study rested on five basic postulates; two of these are considered crucial to higher educational systems. These are

1. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
2. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (Astin, 1985, p. 136)

These two postulates had not been tested empirically (Astin, 1984, 1985), but they had been given as recommendations for excellence by The Study Group on the Condition of Excellence in Higher Education. The validity of this theory and its different postulates needed to be tested so that the higher educational system leaders could base recommendations and policy on them. Astin (1984, 1985) pointed out the necessity for validating the theory and also the need to establish the relationships that exist among the different forms of student involvement.

North American researchers such as Astin (1984, 1985), Chickering (1967, 1974a), and others have pointed out the students' residence location as an important factor in students' involvement in undergraduate experience; this study was designed to determine if this theory was applicable in Nigerian universities as well.

Delimitations

This study must be reviewed with the following delimitations in mind:

1. The research was conducted with the Nigerian university students registered during the 1987-88 academic year;

therefore the population sample only included those students registered during this academic year period.

2. The study sample was drawn from the University of Ibadan and the University of Lagos. Both universities are located in the southwestern part of Nigeria.
3. All students living off-campus were classified into one group for residence location. There was no attempt made to group them according to the different types of off-campus housing.
4. Indicators of involvement were limited to self-reported academic achievement and activities, student/faculty relationships, students' peer relationships, and participation in extracurricular activities.
5. Lastly, it should also be noted that the study was not developed to prove a causal relationship, but only to determine the presence or absence of a relationship among the different factors.

Limitations

The research design contained the following limitations:

1. The study was based on the students from the universities in Oyo and Lagos States of Nigeria; therefore, the results are generalizable only to those settings.
2. Residence location was used to test the theory of involvement. Since this is an attribute independent

variable, it cannot yield itself directly to the manipulation of the researcher. The study was therefore subject to the weaknesses of ex post facto research.

Assumptions

The following assumptions were basic to this research:

1. Four areas of student behavior were used to represent involvement in the total university programs. These areas were (a) academic achievement and activities, (b) students' peer relationships, (c) faculty/student relationships, and (d) participation in extracurricular activities. The foregoing were assumed to be adequate representations of student total involvement in university programs.
2. The residence location factor was used in this research to test the student involvement theory. This was assumed to be a valid factor in testing this theory as Astin (1984, 1985) linked residence location with so many other forms of student involvement.
3. Involvement in academic activities was assumed to be evidenced through the students' study hours, study partners, study places, and library usage.
4. Since the students in the sample population were randomly selected, the subjects in the sample were assumed to be representative of the population from which they came.

5. The self-reported answers of the students were assumed to be credible and reliable.
6. The living environments of off-campus and on-campus residence students were assumed to be different in ways that are consistent with the findings in other studies.
7. The Nigerian university students classified as non-residential and residential were assumed to be comparable in precollegiate characteristics such as academic aptitude and social status since Nigerian university admission policy was based on standard academic requirements, and also since all the universities were owned by federal or state governments and were free for those who are qualified.
8. The use of experts in reviewing the questions on the instrument, the pilot testing of the research instrument at the University of Florida, Gainesville, and a test-retest reliability check using students at the University of Ibadan in Nigeria were assumed to provide a validated instrument for use in the research.

Definition of Terms

Commuter. This term is a designation used for students who live in residences outside of the university campus. This term is used interchangeably with off-campus and non-resident student.

Dormitory hall. This term refers to students' residence within the university campus. The term is used interchangeably with on-campus residence.

Academic achievement. Academic achievement refers to students' academic performance as reflected by their self-reported grade point averages.

Academic activities. This term is used for student's behaviors in academic-related variables such as the self-reported average weekly study hours, library usage, study partner, and study place.

Library usage. The term is used for the self-reported average weekly hours that students spend in the library studying or doing class assignments.

Extracurricular involvement. This term refers to the reported participation of students in activities that are not academically related, mostly arising through out-of-class social and athletic activities.

Student/faculty relationships. Any reported formal and informal interactions between the faculty members and the students, mainly outside the class, constitute student/faculty relationships.

Students' peer relationships. The self-reported friendships of students.

General college satisfaction. Students' self-reported fulfilled expectation of college experience.

Student development. This term refers to student growth especially in the areas of intellectual ability, interpersonal, and social activities that can be attributed to the impact of education.

Preliminary (prelim) year. This is the Nigerian university classification for students admitted into the university with either the General Certificate of Education (GCE) ordinary level or with West African School Certificate (WASC) coupled with the passing of the concessional admission examination. The students that enter through the prelim status spend 4 years in the university to obtain their baccalaureate degree. Prelim status is equivalent to the freshman status in an American university.

First year. This is the student classification for those students admitted into the Nigerian university with the Advanced GCE or the Higher School Certificate. The students in this status need 3 more years to complete the bachelor's degree. It is equivalent to the sophomore status of the American university.

Second year. This is the student status for those students who have 2 more years to complete the bachelor's degree. The classification is the equivalence of the junior status in American universities.

Third year. This is the last year of the student attending a Nigerian university. The status has the equivalence of the senior year in American universities.

Research Procedure: An Overview

Samples from the student populations at the University of Ibadan in the Oyo state and the University of Lagos in the Lagos state of Nigeria were used in the study. The lists of names of the University of Lagos on-campus students were obtained from the student affairs office. Two halls for male residents and two halls for female residents were selected from which 100 students were randomly selected. With tables of random numbers, 25 students were selected from each residence hall. These students constituted the group that represented the on-campus sample from the University of Lagos. The off-campus students were from two academic faculties, the Faculty of Arts and the Faculty of Sciences. Due to the lack of an official off-campus residents list, the questionnaire was administered to Faculty of Arts students during classes that were supposed to be taken during students' off-campus years. The questionnaire was administered in the Faculty of Sciences to all the students who identified themselves as living off-campus. All the questionnaires were hand delivered or administered within a 2-week period.

At the University of Ibadan, the questionnaires were administered to students from the Departments of Mathematics, Education, Foreign Languages, and Classics. The University of Ibadan sample came from those who returned their questionnaires from these departments.

The instrument used in gathering the data consisted of a 41-item questionnaire developed by the researcher based on the findings in the

area of students' residence and students' outcomes. The findings of Chickering (1974a) and Astin (1973, 1975, 1978, 1984) were especially used in determining the types of possible response items. Sudman and Bradburn's (1982) guide to questionnaire design was used for the technicality of the instrument construction. The questionnaire contained items formed to receive information in the areas of students' residence locations, students' academic classifications, faculty relationships, academic performance, study habits, satisfaction with university experience, and the students' participation in extracurricular activities (see Appendix). This instrument was pilot-tested with graduate students of the Department of Educational Leadership at the University of Florida, Gainesville and also with the University of Ibadan undergraduate students. The reliability test of the question items yielded 86% congruent answers over a 7-day period for the University of Florida students and 84% congruent answers over a 7-day period for the University of Ibadan students. This indicates a high stability for the instrument. Two University of Florida professors, both experts in the area of higher educational administration, judged the appropriateness of the research instrument and deemed it to be adequate in measuring the research hypotheses. All the data used in this research were obtained from the self-reports of students on the questionnaires.

Data Analysis: An Overview

The data collected from the study of Nigerian students' involvement and residence locations were of quantitative and qualitative natures. The data were analyzed descriptively and with t-tests and chi-square for independent samples.

The students' data on age, gender, and place of residence were analyzed descriptively by percentages. The grade point averages, students' weekly study hours, and the number of hours students spent in the library in a week were analyzed with t-tests for independent samples.

The nominal data related to students' friendships, students' study partners, students' study places, faculty/student relationships, and the satisfaction of students with the college experience were handled statistically with chi-square for independent samples. The data on the hours of students' involvement in clubs and organization activities were analyzed also with chi-square test.

All the data were analyzed with the micro-computer software package Microstat. The level of significance was set at .10; this probability level was used as the basis for rejecting or accepting the null hypotheses.

Summary

The need to study the relationships between the Nigerian university students' residence locations and their involvement in the

total university programs has been described in this chapter. The justification for the problem, the general null hypotheses to be tested in the study, the research methodology, and the procedure for the data analysis are areas that are covered in Chapter I.

Chapter II contains the review of related literature associated with students' involvement and students' residence factors. Chapter III contains the description of the site of the study, procedure for data collection, and statistical analysis of the data.

In Chapter IV, the results of the data analysis on the test of the null hypotheses and related research questions can be found. Chapter V contains a discussion and interpretation of the results. It also includes the implications of the study, the recommendations, and the conclusions.

CHAPTER II REVIEW OF RELATED LITERATURE

Introduction

Astin (1975, 1978, 1984, 1985) related students' living environments to their involvement in total university programs. Astin classified the student residence as a form of student involvement and indicated it was associated with other forms of involvement. For example, dormitory living has been reported to be positively related to student involvement in extracurricular activities (Astin, 1975, 1978, 1984, 1985; Chickering, 1974a; Chickering & Kuper, 1971; Smallwood & Klas, 1983), academic achievement (Astin, 1973, 1978, 1984, 1985; Chickering, 1974a; Levin & Clowes, 1982; Nowack & Hanson, 1985), student/faculty relationships (Astin, 1973, 1978, 1984; Chickering, 1974a; Pascarella, 1980, 1984, 1985), peer relationships (Chickering, 1974a; Pascarella, 1980, 1984, 1985), and college satisfaction (Astin, 1978, 1984; Chickering, 1974a).

The concept of student involvement is relatively new in the area of higher education. It was featured prominently as a focus in the pursuit of excellence in higher education (National Institute of Education, 1984). Prior to the report by The Study Group on the Conditions of Excellence in American Higher Education (National

Institute on Education, 1984), Chickering wrote elaborately on the differences in the behaviors of commuter and resident students. In his book Commuting Versus Resident Students, he reported on the differences in the involvement of these two groups in extracurricular and academic activities. Astin's (1975, 1978) studies also highlighted the differences in the participation of these two groups of students in various aspects of college activities. The contention of both of these researchers was that environmental factors contribute to the enhancement or deter the involvement of students in their total undergraduate education. Astin (1984) summed up the relationship succinctly in the following words: "It is easier to become involved when one can identify with the college environment" (p. 303).

Astin (1975) also related the importance of environmental factors to college persistence. According to the researcher, "students' chances of completing college can be significantly influenced by environmental circumstances" (p. 107). Moos (1979) further emphasized the importance of environmental factors on college students. In commenting on the research in the area, Moos wrote "conclusions about the influence of different environments vary, but all authors agree that the social-ecological setting in which students function can affect their attitudes and moods, their behaviors and performance, and their self-concept and general sense of well-being" (p. 3). There is an agreement among these authors about the relationship between the student residence and other forms of involvement.

The exploration of the relationships between student residence and other forms of involvement was the focus of this research. Since student involvement has become an important concept in higher education, its relationship with an aspect such as student residence merited further study.

The Study Group on the Condition of Excellence in Higher Education (National Institute of Education, 1984) considered the ways to enhance this concept of student involvement as "one of the greatest challenges to administration and faculty" (p. 23). The reasons are that the students in higher education institutions are very diverse; many of them are both commuting and/or part-time students. The group viewed these two conditions as causing difficulties for active involvement of students in collegiate activities on both quality and quantity bases.

The concept of student involvement has been one of the major findings in Astin's research pertaining to college environment. Astin (1975) paved the way to the development of the theory of student involvement in this study. He underscored the importance of involvement as a crucial factor to student persistence in college. According to him, "students who are involved in the academic life of the institution are more likely to expend the effort necessary to get good grades than are students who are not involved" (p. 100).

Astin used his 1984 and 1985 works to propose and discuss the theory of student involvement. In both of these research projects, he

tried to prove the relationship between the concept of student involvement and student development. Astin (1985) also tried to establish the concept as related to the talent development view of excellence in higher education. The major point stressed in this theory was that "students learn by becoming involved" (p. 133).

The students' residence is an important environmental factor that affects students' involvement and development in college. The impact of colleges is experienced by students through their living environments. The relationship between the living environments and student development has been underscored by a number of researchers such as Chickering (1967, 1974b) and Scott (1975). According to Chickering (1974b),

residence hall living influences student development in three ways. First, close friendships develop initially with persons whose rooms are nearby and it is in the context of such friendships that values, future plans and aspirations, and decisions for current behavior occur and are thought through. Second, a housing unit may become a subculture with its own values and standards, may become a reference group for its members and thus behavior and attitudes may be modeled with reference to this culture and its expectations. Third, under certain arrangements there is opportunity for a student to observe the impact of his behavior on other individuals and on the larger social unit. This clear feedback allows behavior to be modified through conscious awareness of results. (p. 76)

Scott (1975) reported increases in self-actualization for students living in on-campus residence halls. When compared with the commuters, the residents in his study showed twice as much increase

in their self-actualization. Scott, therefore, concluded that "more development was fostered during the academic year among students living in the campus dormitory halls than among students living off-campus" (p. 218).

Davis and Caldwell (1977) conducted an inter-campus study of commuters and residents at two different universities (a residential and a commuter institution). Greater positive response was reported for residential students in the areas of personal and social development. Commuters, on the other hand, responded more positively in the areas of intellectual and academic environment. The researchers concluded that the residents were more involved with social and interpersonal activities while the commuters were more inclined towards the academic environment.

Pascarella (1985) tried to determine the influence of resident living on intellectual and interpersonal self-concept of students. Significant positive relationships were found between students' interactions with their faculty members and students' interactions with their peers. No direct effect of residential living was found in the areas of students' intellectual level and self-concept. Pascarella concluded that the influence of on-campus living on student development may be indirect, and that living on-campus was only one of many influences of college impact on students. According to him, there was an indirect effect mediated through other influences like faculty and student relationships.

In spite of Pascarella's (1985) findings, he tried to argue in favor of on-campus living. "Thus even if resident status does not influence student development directly, it may play a central role in the impact of college by increasing those kinds of student involvement that positively influence development" (p. 298).

Welty (1976) also pointed to the many interactive factors, including student residence, that work together to produce student growth. According to the researcher, it was not residence exclusively that produces student growth, but one of many factors, some of which include the number of new friends during the freshman year, the quantity and quality of student/faculty interactions, and the interaction with administrators.

Other writers, such as Millman (1972), seem to be more convinced that the living environment of resident students exerts direct influence on student development. In support of this view, Millman stated "there is no question that on-campus residence living facilities can, through conscious effort and reasoned action, provide a milieu which is not only supportive of student learning and personal growth, but actually facilitates such human development" (p. 5). This statement expresses the assumption and/or view of many people in higher education as regards the relationship between student residence and student development.

The literature reviewed above on student residence appears to support dormitory living as the important factor in student

involvement and student development. In fact, Astin (1978) referred to student residence as a "potentially important index of student involvement" (p. 22). This present study was an extension and further exploration of this relationship between student residence and student development. The student residence served as a basis for measuring student participation in some specific forms of college involvement and will also include one more area, the students' degree of satisfaction with college.

The forms of involvement that were used are (a) academic activities (academic achievement, study habits, and library usage), (b) involvement in extracurricular activities, (c) student/faculty interaction, and (d) peer interaction. Therefore, review of related literature following is organized according to these four forms of involvement and it also includes the students' degree of satisfaction with college.

Academic Achievement, Library Usage, and Study Habits

Nowack and Hanson (1985) referred to on-campus residence halls as a "favorable environment for facilitating academic achievement" (p. 26). The researchers who have reported higher grade point averages for on-campus residence students will agree with this statement. However, others will disagree with the same statement based upon their research and findings which have shown that commuters achieve academically higher than resident students.

The research in this area of academic achievement and student residences seems to be inconclusive. Three categories of findings have been reported. For the first group of research findings the on-campus dormitory residence is credited with the higher academic achievement; for the second group of findings the commuters are reported to have the higher academic achievement; and for the third group similar academic achievement is indicated for both commuter and resident students. The literature in the area of academic achievement following herewith has been organized according to these categories of findings.

Chickering (1974a), Astin (1973, 1975, 1978), and Levin and Clowes (1982) have reported higher grade point averages or higher levels of involvement in intellectual matters for the residents. In fact, Chickering (1974a) believed that the degree of commuters' engagement in their academic activities was less than the resident students. This researcher reported the academic characteristics of commuters in his study as follows:

commuters who live with their parents more frequently flunk a course and are on academic probation; they less frequently take pass-fail courses or participate in an honors program or ROTC. They frequently study less than five hours. Compared to dormitory residents, they less frequently do extra reading, check out a book or journal from the college library, study in the library, type a homework assignment, or argue with an instructor in class; they more frequently fail to complete an assignment on time and come late to class. They much less frequently discuss schoolwork with friends or read books not required for courses. In general, therefore the students who live at home with their parents appear to be less fully engaged in academic activities than their dormitory peers. (p. 61)

Astin (1973, 1975)) also reported positive benefits for the dormitory students in the area of educational progress. The residents in his study were more likely to persist in college and to finish their degrees in 4 years. They were more likely to go to graduate school and even to earn higher grade point averages when compared with their commuter colleagues. In one of his works, however, Astin (1978) was able to detect increase in undergraduate grade point averages for only the male students living on-campus.

Levin and Clowes's (1982) research yielded results similar to Astin's. In their study of college persistence and student residence, Levin and Clowes found 66% of those who resided in housing owned by the college graduated within 4 years of the enrollment in college, while 55% of those who lived with their parents did. Academic grade point and probation were used by Nowack and Hansen (1985) as measures of academic achievement in their study of 1,302 resident and 740 commuter freshman students. Nowack and Hanson reported higher academic achievement and lower probation for the resident students. Nearly 25% of the total residence hall students sampled were placed on probation while 31% of the non-residence hall students were on academic probation. The researchers considered the on-campus residence halls as "favorable environment for facilitating academic achievement" (p. 26).

Matson (1963) investigated the influence of the different student housing environment on students' academic abilities. The students

were classified into high, average, and low college potential. The sample included 1,181 male students who entered Indiana University in 1954. The fraternities were grouped into high, average, and low prestiges, and their levels of academic achievement were compared with the residence hall and the off-campus groups. Matson reported the highest academic potential for the students in the high prestige fraternities. By the third year of college, the residence hall students were slightly lower in academic potential than those in high prestige fraternities. The residence hall group was recorded as having the same overall academic potential as the middle prestige fraternities. These two groups were above the off-campus and the low prestige fraternities in academic potential. The researcher reported no significant differences among all five groups by the time the students were in their senior year.

In another study of commuter and resident students' achievement, Stark (1965) divided the students into four groups according to males and females in the commuter and residence categories. The researcher reviewed the students' scores on the Cooperative English Test-Reading: Comprehension and Vocabulary and found higher scores were obtained by the two resident groups. Furthermore, Hountras and Brandt (1970) reported similar findings. The researchers investigated the relationship between student housing and academic achievement in five colleges at the University of North Dakota. The study involved 270

full-time male, single undergraduate students enrolled during fall semester of the 1966-67 academic year. Among all the different students categorized by residence, the resident students' group had the highest mean grade point average of 2.57; this group was followed by students residing at home with 2.34 mean grade point average. The lowest grade point average (2.30) was earned by the students residing in off-campus housing.

Hountras and Brandt (1970) concluded that the residence hall was an important factor in the academic performance of college students. This was justified by the following explanation:

The fact that residence halls generally provide appropriate facilities for individual study and relaxation, and that they are in close proximity to classrooms, laboratories, and libraries could play important and varying roles in the motivation of undergraduate students. The planned cultural and educational programs available to students residing in residence halls, as well as the ready accessibility to staff, conceivably are other important factors contributing to the findings. (p. 353)

The results reported by Smallwood and Klas (1983) also supported the relationship between on-campus living and higher academic achievement. Smallwood and Klas (1983) compared 145 male university students in three types of campus residence halls and off-campus lodgings (students in the off-campus lodgings were students who had applied to be in the campus residence hall but were denied due to a shortage of space). These groups were compared on academic success, participation in extracurricular activities, study habits and attitudes, personality factors, and involvement in community affairs.

The students in the three on-campus halls had higher academic success than those in the off-campus lodgings. When compared on the Brown-Holtzman Survey of Study Habits and Attitudes, the students in the three on-campus residences had significantly higher scores relating to study habits and attitudes than students from the off-campus lodgings.

In all the studies reviewed above the academic achievement of on-campus residence hall students was higher. However, contrary findings have been offered by Davis and Caldwell (1977), Bukowski (1975), Belock (1978), and Chickering and Kuper (1971). In these studies, the commuters have been reported to possess the higher academic averages or more positive identification with the intellectual environment of their colleges.

Davis and Caldwell (1977) compared the commuter and resident students on their responses to personal, social, and academic environments. The commuters responded more positively in the area of academic environment while the resident students responded more positively in the area of personal and social environment. The researchers concluded that the commuters identified with the academic environment of the college while the residents were more involved with social activities and interpersonal relationships.

Bukowski (1975) studied the freshman commuter and resident student at Johnson and Wales private business college. Higher grade

point averages were indicated for the commuter students. In spite of commuters' higher grade point averages, more of these students still voluntarily withdrew from the college during that same period.

A similar finding has also been reported by Belock (1978). Comparing the grade point averages of freshman commuter and resident students for 3 consecutive years at Castleton State College, the researcher reported significantly higher grade point averages for the commuters during the 3 years. Consequently, the commuters were pronounced academically better or equal to their resident counterparts.

Chickering and Kuper (1971) also indicated increased intellectual interests for commuters when they were compared with the residents on the Omnibus Personal Inventory. Clodfelter, Furr, and Wachowiak (1984) reported similar results to those above. In a research study of perceived impact of student living environments on academic performance, 304 students at the University of North Carolina at Charlotte were studied. The students were asked to rate themselves on a scale from 1 through 5 (extremely negative--extremely positive) on the effect of some environmental factors on their academic performance. The highest mean grade point average (GPA) was 3.25 for the off-campus married students, the off-campus students living with parents had a mean GPA of 3.00, the off-campus single students had a mean GPA of 2.95, the dormitory students had a mean GPA of 2.88, and the students living in on-campus apartments had a mean GPA of 2.75.

The different off-campus housing groups had higher GPAs than the on-campus residence students.

In spite of these different findings about the commuters' and residents' academic achievements, other researchers have reported findings which have differed from the first two. These researchers have reported similar academic achievement for both groups of students (Baird, 1969; Burtner & Tincher, 1979; Dollar, 1966; Dressel & Nisula, 1966; Graff & Cooley, 1970; Mussano, 1976; Prusok & Walsh, 1964; Pugh & Chamberlain, 1976).

Dressel and Nisula (1966) and Mussano (1976) reported similar GPA and attrition rates for the commuters and residence students. The results from Burtner and Tincher's (1979) study showed the Auburn University commuters and residents to be almost identical in their grade point averages. Dollar (1966) conducted a research study of male freshman students at Oklahoma State University during the spring semester of 1963. No significant differences were indicated among the students in the three different types of housing. Prusok and Walsh (1964) also studied the male freshman students at the State University of Iowa. Comparing the mean adjusted grades of students at fraternity houses, residence halls, off-campus houses, and students living at home after the first semester in college, the researchers reported no significant differences in the adjusted grades of students in these different housing situations.

In another study by Pugh and Chamberlain (1976), comparisons were made among students living in the different housing arrangements in the area of academic achievement. No significant differences were reported for the students. Baird (1969) compared the traits and achievements of 2,295 males and 2,834 females in different types of housing at 29 colleges. The students in this study rated themselves on 31 traits and 35 life goals. The students also reported on their college experiences and college average grades. According to the researcher, the students in the different housing groups rated themselves similarly on 24 of the 31 self-ratings. No significant differences were recorded in 31 out of the 35 life goals. The women residing in off-campus apartments reported the highest corrected mean GPA.

Finally, Graff and Cooley (1970) found no significant difference in the achievement of commuter and residence students after they had completed one semester in college. No significant differences were identified in the areas of "study skills, practices, planning, and the use of time" (p. 57).

In summary, the research conducted in the area of academic achievement and the college living environments is inconclusive, producing three categories of findings. While some researchers have reported significant differences among the commuters and the residents, some have found them to be similar in their academic achievement.

Extracurricular Activities

Researchers have overwhelmingly attributed involvement in extracurricular activities with on-campus residence (Astin, 1973, 1978, 1984; Baird, 1969; Baker, 1966; Burtner & Tincher, 1979; Chickering & Kuper, 1971; Davis and Caldwell, 1977; Smallwood & Klas, 1983; Welty, 1976). In only a few unusual studies, nonsignificant differences have been found between commuter and resident students' involvement in extracurricular activities (Foster, Sedlacek, & Hardwick, 1975).

Commuters have been reported to participate in extracurricular activities at a lesser degree than their campus resident counterparts, and even when they do participate their range of activities is said to be limited in comparison to the on-campus students (Chickering, 1974a; Chickering & Kuper, 1971). These researchers also claimed that residents were more often in leadership positions than the off-campus students.

Baird (1969) reached similar conclusions as those presented above. In a comparative study of students living in different housing arrangements and their participation in extracurricular activities, the researchers found that the sorority and fraternity students scored highest in social involvement and leadership achievement. Fraternity and sorority students were followed by the residence students on the

same measures. The students living at home and those in off-campus housing scored the lowest in their involvement in extracurricular activities.

Welty (1976) and Davis and Caldwell (1977) provided further evidence in their studies to support findings of more active participation of dormitory residents in extracurricular activities. Similarly, Smallwood and Klas (1983) found the students residing in campus housing were significantly more involved in extracurricular activities. They participated more in voluntary extracurricular activities when compared to the students living in the off-campus lodgings. Burtner and Tincher (1979) concurrently offered results indicating commuters' lack of involvement and less satisfaction in the area of social lives when compared with the resident students at Auburn University. According to these researchers, "less than 20% of these [the commuter] students engaged in many extracurricular activities" (p. 23).

Contrary to the consensus findings of the researchers as discussed above, Stark (1965) and Foster et al. (1975) reported no significant differences for commuters and residents in the area of extracurricular participation. Stark (1965) studied the differences in the needs and problems of freshmen resident and commuter students at a large, private, non-sectarian university. No significant difference was reported for these two groups of students in their

involvement in extracurricular activities with "an average week in the spring semester" (p. 280).

The research of Foster et al. (1975) was based on expected behaviors and attitudes of incoming freshman students. The result of her study was an anticipated involvement of the students and not an actual participation. The actual experiences of these students could be expected to be different from their anticipated behaviors.

Most of the researchers in this area agreed with the conclusion of Dressel and Nisula (1966) that "commuters are to some extent detached from campus life" (p. 45) and probably may be restricted in their involvement in extracurricular activities.

Student/Faculty Interaction

The informal after class interaction between students and faculty has been acclaimed by many researchers as an important factor contributing to the students' intellectual, social, and personal development during their undergraduate education (Chickering & McCormic, 1973; Pascarella, 1980; Pascarella & Terenzini, 1976, 1978; Terenzini & Pascarella, 1980; Wilson, 1974). The researchers in this area have linked frequent and high quality student/faculty interaction positively with students' intellectual, social, and emotional development (Endo & Harpel, 1982; Pascarella & Terenzini, 1978).

Feldman and Newcomb (1969) summarized a series of studies on the sources of influence in the students' lives. Their overall conclusion

was that students considered the faculty members to be more influential than their peers in the areas of intellectual development and occupational and career choices. There is a general consensus that the faculty members act as a powerful force to shape the students' intellectual and academic abilities.

The students' frequent faculty/student interaction has also been positively related with the students' general satisfaction with their total undergraduate education (Astin, 1978, 1984; Endo & Harpel, 1982; Pascarella, 1980). According to Astin (1978),

frequent interaction with faculty is more strongly related to satisfaction with college than any other type of involvement or, indeed, any other student or institutional characteristic. Students who interact frequently with faculty members are more likely than other students to express satisfaction with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even the administration of the institution. (p. 304)

The studies in the area of student/faculty informal interaction can be grouped into two major areas. The research with the emphasis on the impact of the relationship on students' outcomes such as intellectual, social, and personal development; and the studies in which commuters and resident students are compared on their general interactions with faculty members. This section of the review of literature is organized into these two areas.

Students' Outcomes

Endo and Harpel (1982) studied the effect of student/faculty interaction on students' educational outcomes after 4 years in

college. The researchers affirmed the positive influence of student/faculty interaction on intellectual, personal, and social outcomes of students. Also, positive effects of frequent informal student/faculty relationships were indicated on the overall satisfaction of students' college experiences.

Pascarella and Terenzini (1978) reported a "modest statistically significant association" between student/faculty informal relationships and student self-perceived intellectual and personal development. In Pascarella and Terenzini's work of 1976, the researchers classified the freshmen studied into high, moderate, and low interactors. According to their results, the high and moderate interactors had a more positive view of their academic experiences than the low interactors.

Pascarella and Terenzini (1976), Astin (1975), and Pascarella (1980) noted a positive association of student/faculty interaction and students' persistence in college. The conclusion from these studies was that students who interact more frequently with their faculty members have a greater chance of persisting in college.

Some researchers have further classified the interaction between student and faculty members into quality and quantity of contacts (Endo & Harpel, 1982; Pascarella, 1980; Terenzini & Pascarella, 1980). Pascarella and Terenzini have conducted extensive research in this area. In one of their studies (Terenzini & Pascarella, 1980), they

found that quality of students' contact with the faculty members was only related to personal and intellectual development. According to Terenzini and Pascarella,

frequency of contact to obtain course or academic information was positively associated with intellectual development while frequency of contact with faculty to socialize informally was positively associated with the personal development scale. (p. 526)

Endo and Harpel (1982) also classified student/faculty contacts into "mere frequency" and "quality" of interactions. Mere frequency of contact was reported as not adequate to bring about influence in students' lives while quality of informal interaction was credited with the effects on a student's life.

Wilson (1974) not only identified students as those that can benefit from the student/faculty relationship but also the faculty members who were more likely to be "very satisfied" with the stimulation they received from the students. The researcher suggested "that the out-of-class interaction may also increase faculty's knowledge about their students' academic strengths, weaknesses, interests, problems, and perspectives" (p. 88). The benefits of student/faculty relationships as suggested by Wilson are not for students only but for both the students and the faculty members.

Residence Location Factors

When resident and commuter students have been compared on student/faculty interaction, the results have almost always favored

the resident students. The researchers have found the on-campus students' close proximity to the faculty to be an advantage to dormitory students (Astin, 1973, 1978, 1984, 1985; Chickering, 1974a; Pascarella, 1980, 1984, 1985).

Chickering (1974a) found that the commuters' contacts with faculty members were less than those of the resident students. Astin (1978) also related closeness to faculty members positively to on-campus living. Pascarella (1985) indicated that living on-campus was significantly and positively related to students' involvement with the faculty members and student peers. In his study, he established that living on-campus was an indirect college influence that is mediated through other influences such as faculty members' interactions and peer relationships.

Pascarella (1984) affirmed the positive significant direct effects of dormitory living on social integration with faculty and peers. According to him, "living on-campus had its strongest influence in the areas of fostering interaction with peers and faculty" (p. 257). Pascarella (1984) and Lacy (1978) also supported other researchers who found the influence of college environment to be indirectly mediated through interactions with college significant figures like faculty members and students' peers.

Graff and Cooley (1970) presented findings different from those described above. No significant difference was found between

commuters and residents relative to their relationships among their faculty members and peers. It should be noted, however, that the interaction of students and faculty members in this particular research was based on the students first semester in college. The researchers have supported overwhelmingly the positive influence of residence living on student/faculty interaction. No negative evidence was found in the literature review.

The research findings in the area of student/faculty interaction have been further classified according to purposes: those based on discussions of academic and intellectual matters and those based on social and personal discussions (Iverson, Pascarella, Terenzini, 1984; Pascarella, 1980; Pascarella & Terenzini, 1978; Terenzini & Pascarella, 1980).

In Pascarella and Terenzini's (1978) study, the student/faculty interaction that focused on intellectual or course-related matters was reported as one with the strongest association. This type of interaction was significantly related to the students' academic performance.

Iverson et al. (1984) studied commuter informal contact with faculty members. The commuters' most common contacts with faculty members were also noted to be for academic purposes.

In summary, researchers have suggested the interaction between students and faculty members to be a desirable college influence which

yields intellectual, social, and personal development in the students. These researchers have positively linked these relationships with the students' general satisfaction with college experience and persistence in college. Most of the researchers have attested to the positive association of dormitory living and student/faculty interaction. However, some of the researchers have also suggested that the influence of dormitory living was not a direct one; rather it was an indirect effect mediated through faculty and peer interactions.

Peer Relationships

Peer relationships and faculty interaction are two influences that researchers have found to be responsible for mediating other college effects such as living on-campus and student development (Lacy, 1978; Pascarella, 1984, 1985; Welty, 1976).

Lacy (1978) found that faculty influence on students was of more limited value than that of the students' peers. The students' peers have been reported to be a powerful influence on the social and personal development of students. According to Tinto's (1975) research, students' social integration in college occurs through faculty members, peer relationships, and extracurricular activities. In his theoretical model of college drop-outs, the author regarded successful social integration as one of the essential elements that increases student persistence in college.

Feldman and Newcomb (1969) summarized the research on the influences of faculty and peers on students. The students' peers were regarded as being more influential than the faculty members in the areas of social and interpersonal development. Also, Chickering and McCormic (1973) have expressed views similar to the research findings in the area of peer relationships. The authors believed that a "student's personal development in college is influenced by diversity and frequency of contact between faculty and students" (p. 66).

In spite of the inconclusive evidence of the effect of on-campus living on certain college impacts, on-campus residence halls have been shown to be a conducive college environment, fostering faculty/student and student/peer relationships, and students' involvement in extracurricular activities (Chickering, 1967, 1974a; Pascarella, 1984, 1985; Welty, 1976). Astin (1973) indicated that dormitory living "increased the chances that students would be satisfied with their overall undergraduate experience, particularly in the area of interpersonal contacts with faculty and other students" (p. 207).

Most researchers who have compared the resident and off-campus students on their interaction with peers attributed on-campus residence positively to students' friendships (Astin, 1973, 1975, 1978; Chickering, 1974a; Davis & Caldwell, 1977; Pascarella, 1984, 1985). According to Welty (1976), the dormitory students established

more friendships with other students at college during the freshman year.

Davis and Caldwell (1977) also associated more interpersonal relationships with the resident students when compared with their counterparts. Similarly, residents have been found to depend more on peers for help and psychological support while the commuters depend mostly on themselves for such support. Bishop and Synder (1976) reported on the perceptions of commuters and residents on pressures, helps, and psychological services on their college campus. The residents indicated that they depended on friends as their number one source of help, while the commuters' number one source of help was self and "others" (p. 235).

Other researchers have reported different findings. Graff and Cooley (1970) and Dollar (1966) have indicated no significant differences in the relationships of commuter and resident students with their peers. In his study, Dollar (1966) measured the interpersonal relationships of male freshman students at Oklahoma State University during the spring semester of 1963. The researcher found no significant differences among the residents, fraternity, and off-campus male students at this institution.

Significant differences have been reported far more often in the area of students' peer relationships than have findings of no

significant differences. When significant differences were found, they were in favor of residence living.

The characteristics of commuter and resident students' friendships have been further analyzed to depict the nature of occurrences (Dressel & Nisula, 1966; Flanagan, 1975; Grobman, 1980; Reichard & McArver, 1975). Some researchers have indicated that the commuters' relationships with their fellow students were of a limited nature (Chickering, 1974a; Welty, 1976). Also, the commuters' friendships have been reported to be mostly with neighbors and other people not associated with the college. The commuters continued to maintain high school friendships while their residential counterparts developed new friendships at the college (Dressel & Nisula, 1966; Flanagan, 1975; Reichard & McArver, 1975).

In summary, the research in the area of peer relationships has been favorable towards the on-campus residents. The living environment of the residents has exposed them to new friendships and relationships that the commuters have not been exposed to due to their staying away from the college campus.

College Satisfaction

Many of the researchers who have compared the college satisfaction of commuters and residents have shown evidence of a positive relationship between on-campus living and college satisfaction (Astin, 1973, 1975, 1978, 1984; Baird, 1969; Chickering,

1974a; Davis & Caldwell, 1977). According to Astin (1978), the residents in his study expressed "much more satisfaction with undergraduate experience, particularly in the areas of student friendships, faculty/student relations, institutional reputation, and social life" (p. 221).

Baird (1969) also indicated that the commuters were more dissatisfied with their college when compared with their resident counterparts. In this study, the commuters showed evidence of not being as satisfied as the residents. Davis and Caldwell (1977) provided further evidence to support the positive relationship of on-campus living and college satisfaction. In an inter-campus study of students at two different residential and commuter institutions, Davis and Caldwell (1977) reported that 76.4% of the resident students showed satisfaction with their university selection, while only 58.2% of the commuters did. Also, a higher percentage of the residents felt that they were given a good education at their institution. In their conclusion, the researchers wrote that

a greater percentage of the residential students felt that they had received a good education and a socially rewarding experience that prepared them for understanding the world today. Residential students were pleased with their choice of university and felt that the university had provided them with the opportunity to be part of the decision-making process. (p. 289)

Pascarella (1984) and Hardy (1973), however, presented a different finding from those discussed above. After holding the students' background characteristics and institutional control

constant, Pascarella (1984) declared that the effect of on-campus living was indirectly related to the general college satisfaction of students. According to Pascarella, the effect of on-campus living on degree aspirations and general college satisfaction was mediated through students' relationships with faculty members and peers.

Hardy (1973) compared the commuter and resident students of North Texas State University in regard to their satisfaction with the university administration. The commuters in this study were significantly more satisfied than the residents. Hardy also indicated no significant difference between the two groups when they were compared on their satisfaction with faculty members.

In summary, the research in the area of college satisfaction has suggested differences in the commuters and residents. More evidence tends to link positively college satisfaction with on-campus living. It appears that on-campus resident students are more satisfied with their college selection, and their general on-campus experience.

Summary

In this chapter, an overview of the research has been provided in the area of students' residence and its relationship to student involvement in college activities. The literature reviewed has produced varied and inconclusive results that can be classified into three groups. Some researchers have showed differences in the involvement of commuters and residents while other researchers

reported similarities in their involvement in college activities. The researchers who have claimed differences in the involvement of commuter and resident students have further reported contrary findings. Some have reported positive relationships between on-campus living and involvement while others have reported positive relationships between off-campus living and involvement.

In spite of these varied results, the majority of the researchers have suggested specific differences in the involvement of commuters and residents in many college activities that are deemed to be important factors in the total educational program.

CHAPTER III RESEARCH METHODOLOGY

The procedure for carrying out the study of the relationship between Nigerian students' involvement in college and their on-campus or off-campus residency status was briefly described in Chapter I. Chapter III contains further elaboration on this. The contents of Chapter III include the research design, site selection, procedure for selection of subjects, and statistical analysis for the collected data.

Research Design

This research was focused on the differences of on-campus and off-campus students in several aspects of college life. Residence was an attribute variable that could not be manipulated by the researcher. Thus, an ex post facto design was selected as appropriate for this study involving residence location that had been determined prior to the research.

The ex post facto design has two main weaknesses: (a) the inability of the researcher to manipulate the independent variables and (b) the lack of randomization or the problem of subjects' self-selection. In ex post facto research, the subjects have already been assigned into categories (commuter/resident); hence the

researcher cannot randomly assign the students into these groups.

According to Kerlinger (1986),

subjects can "assign themselves" to groups, can "select themselves" into groups on the basis of characteristics other than those in which the investigator may be interested. The subjects and treatments come, as it were, already assigned to groups. (p. 349)

Setting

Two universities in the southwestern part of Nigeria were selected as the sites for the research. The University of Ibadan and the University of Lagos were chosen because of factors relevant to this study. Paramount was the history of both institutions.

University education started in Nigeria, in 1948, with the establishment of the predecessor of the University of Ibadan, which was then called University College Ibadan. Prior to the creation of the college, Nigerian college aspirants had traveled outside the country to obtain a college education. The founding of this first institution at Ibadan, therefore, opened up university opportunities in the nation.

The University College Ibadan inherited the collegiate system from London University. The college was founded as a residential institution. During its early years, all the students lived in the dormitories with housemasters/mistresses and later with their wardens. This 100% residential nature continued until the 1960s when the institutional leaders were forced to change the residential policy to accommodate nonresidential students (Ajayi & Tamuno, 1973).

In 1988, the University of Ibadan operated as an institution for both residential and nonresidential students. In fact, the institution had a residential policy that allowed students to live the first and last years on-campus and the 2 middle years in off-campus housing.

The University of Lagos had a history different from that of the University of Ibadan. The Ashby Commission, which recommended the creation of the institution, conceived an "urban non-residential institution" (Federal Republic of Nigeria, 1963, p. 13). This idea of a purely nonresidential university was later modified to provide for 40% campus residential accommodation for the students (Federal Republic of Nigeria, 1963; Yesufu, 1973). The University of Lagos was finally created in 1962, as a partially residential institution. In 1988, the university had an elaborate residential policy comparable to that of the University of Ibadan.

The two universities in the study were conceived with different residential concepts but were later changed to accommodate both residential and commuter students.

The Universities of Ibadan and Lagos were selected to be in this study because they are both located in metropolitan areas. In Ibadan and Lagos, private off-campus housing and public transportation are easier to find for the off-campus students than is the case with other universities located in smaller cities in Nigeria. This environmental

condition helped to provide a sufficient number of both kinds of students to permit comparing off-campus and resident students. Furthermore, the two institutions used in this study were chosen because each had a residence policy that required students to live on-campus and off-campus during certain academic years.

The different conditions of students commuting should be borne in mind whenever Nigerian university students' residence is considered in light of counterpart students in American universities. The students in Nigeria were most likely chose to live in off-campus housing for one of two main reasons: (a) university regulation that allows only certain student classifications to live on-campus during their academic years and (b) dormitory space that is limited. Since university education was free in Nigeria, the students did not face the problem of financing their education as do most students in American universities. The cost of university education including that of living in the dormitory was minimal for Nigerian students. For example, in Nigeria, university tuition was free and students in the universities' residence halls paid lodging fees of about N91 (\$21.00) per academic year (personal communication with students and university administrator).

The different cultures surrounding the students in Nigeria and American universities should also be considered when evaluating the residence issue. In Nigeria, it was more convenient for students to live on-campus; in fact most student lived off-campus not because they wanted to, but because of circumstances such as those mentioned above.

The condition of not wanting to live off-campus has led many Nigerian students to live illegally in campus dormitories with their friends (Oduleye, 1985).

Commuting presented Nigerian students with a different kind of problem from that experienced by many American student commuters. In Nigeria, students who lived far from the university campus relied almost totally on public transportation to get to the campus from their off-campus residence; they had less access than American students to personal automobiles.

The different environmental conditions of Nigerian and American university students described above are not exhaustive but reflect differences in their respective cultures.

Sample Selection

The on-campus sample from the University of Lagos was selected from the lists of dormitory students provided by the student affairs office of the university. The university leaders did not have any official list of its off-campus students; therefore the off-campus group was selected from two main academic faculties. The students from the Faculty of Arts were students in classes that were required to be taken during the students' off-campus years. Students from the Faculty of Sciences were those who responded to the notices sent to the off-campus students by the faculty. Fifty on-campus female students and 50 on-campus male students were chosen randomly from the

University of Lagos to take part in the study. Fifty questionnaires were given out at the Faculty of Arts and 50 more were distributed at the Faculty of Sciences at the University of Lagos.

The University of Ibadan sample included students from four main departments: Mathematics, Education, Foreign Languages, and Classics. Two hundred questionnaires were distributed to students from these four departments. The students from both universities were at the 200 (sophomore), 300 (junior), and 400 (senior) levels.

Out of the 400 questionnaires distributed to students, 148 usable questionnaires were returned by students at the University of Lagos, while the students from the University of Ibadan submitted 156 usable questionnaires. The total number of questionnaires subject to study was 304.

Procedure for Data Collection

Questionnaires were administered by the researcher and were collected directly from the subjects. The data obtained through the questionnaires consisted of (a) students' demographic data (age, sex, home state, and academic classification), (b) data related to students' residence locations, (c) students' friendships, (d) student/faculty relationships, (e) students' participation in extracurricular activities, (f) students' academic achievement and activities (study hours, study places, study partners, library usage, and grade point averages), and (g) students' satisfaction with college. (See the appendix for a copy of the questionnaire.)

Statistical Analysis of Data

The data collected for this study of relationships between Nigerian university students' involvement in college and their type of residence were of both qualitative and quantitative natures. The chi-square test for independent samples was used to analyze the nominal data, and the t-test for statistical significance of differences was used for the data collected in interval form.

The students' information on age, gender, and place of residence were analyzed descriptively by percentages. The data on grade point averages, study hours, and the number of hours spent in the library per week were analyzed by t-tests.

Chi-square analysis for independent samples was used to analyze the nominal data related to students' study places, partners, and friendships; satisfaction of students with the college experience; and student/faculty relationships. Chi-square test also was used to analyze grouped data averaging the hours of involvement of students in club/organization activities.

All the data in the study were analyzed with the use of the micro-computer software package called Microstat by Ecosoft. Alpha was set at .10 and was used as the basis for rejecting the null hypotheses.

The 12 specific null hypotheses which follow were developed from the various research questions in Chapter I.

Hypothesis 1. There are no differences between the academic achievement and activities of Nigerian university off-campus and on-campus students.

Hypothesis 2. There is no difference between the Nigerian university off-campus and on-campus students' participation in clubs and organizations.

Hypothesis 3. There is no difference between the number of hours that the off-campus and on-campus students spend in extracurricular activities per week.

Hypothesis 4. There is no difference between the Nigerian off-campus and on-campus students' types of friendships made during their undergraduate education.

Hypothesis 5. There is no difference in general satisfaction with college between the Nigerian university off-campus and on-campus students.

Hypothesis 6. There is no difference in the area of student/faculty relationships between Nigerian university off-campus and on-campus students.

Hypothesis 6a. There is no difference between the frequency of informal meetings of the Nigerian off-campus and on-campus students with their faculty members.

Hypothesis 6b. There is no difference between the frequency of informal discussion of class/course or intellectual problems

of the Nigerian university off-campus and on-campus students with their faculty members.

Hypothesis 6c. There is no difference between the off-campus and on-campus students' frequency of informal meetings with faculty members to receive academic advice.

Hypothesis 6d. There is no difference between the off-campus and on-campus students' frequency of informal academic advice received from their faculty members.

Hypothesis 6e. There is no difference between the off-campus and on-campus students' frequency of informal meetings to discuss future careers with faculty members.

Hypothesis 6f. There is no difference between the off-campus and on-campus students' frequency of informal meetings to discuss personal problems with faculty members.

Hypothesis 6g. There is no difference between the off-campus and on-campus students' frequency of informal discussion about social, political, or campus issues with faculty members.

Hypotheses 2 through 6g and part of hypothesis 1 were analyzed with the chi-square method; other parts of hypotheses 1 were tested by the t-test statistical method.

Summary

This chapter contained a description of the students that were involved in this study, the methods that were used in selecting these

students, the specific null hypotheses to be tested, the research design, and the statistical methods used in analyzing the collected data.

CHAPTER IV RESULTS OF THE STUDY

Introduction

The study was designed to investigate the differences between on-campus and off-campus Nigerian students' involvement in selected academic and extracurricular activities. The sample population included in the study was selected from the University of Ibadan and the University of Lagos, both located in the country of Nigeria. The sample included students from these two universities who resided in on-campus residence halls and students who lived off-campus and commuted.

In order to determine the difference between the on-campus and off-campus students' involvement in total university programs, six research questions were posed and stated in Chapter I. These questions were further developed into 12 null hypotheses and stated in Chapter III. The null hypotheses were tested for each university sample and the two samples combined when the data were comparable and the results are presented within this chapter. The chapter also includes the characteristics of the respondents based on a descriptive analysis of the data from 156 usable questionnaires returned by the University of Ibadan students and 148 usable questionnaires returned by the University of Lagos students.

Description of the Sample

One hundred and fifty-six questionnaires were analyzed that were completed by the University of Ibadan students. One hundred and twenty-three (80.39%) of these were male students and 30 (19.61%) were female students. Of the total respondents, 128 (82%) were living in on-campus residence halls and 28 (18%) were off-campus resident students. According to the university administrators, about 50% of the total university population was legally assigned to on-campus residence halls, but in actuality this percentage was increased to about 90% by the many students who managed to live illegally in the dormitories through a method popularly known by the students as "squatting." This group of students was excluded from the sample population.

The distribution of the ages of University of Ibadan students that were included in the study is presented in Table 1. Over 96% of the students from the University of Ibadan 30 years of age or younger; about 32% were in the 19-21 years category, about 42% in the 22-24 years of age bracket, and about 21% claimed to be in the 25-30 years group. About 76% of these students were less than 25 years of age which was the typical college age group.

For the University of Lagos, 148 questionnaires were analyzed. Out of this total number, 147 responded to the item on gender. Eighty-six students (58.50%) were males and 61 (41.50%) were

females. The residence location of those included in the study were 99 (66.89%) on-campus resident students and 49 (33.11%) off-campus students.

Table 1

Ages of Sample Population from the University of Ibadan

Ages	Frequency	Percentage
16-18 years	4	2.56
19-21 years	50	32.05
22-24 years	65	41.67
25-30 years	32	20.51
over 30 years	5	3.21
Total	156	100.00

The ages of University of Lagos' sample were similar to their counterparts at the University of Ibadan. The distribution of the ages of these students is presented in Table 2. About 98% of the students were 30 years old or younger. Almost 45% of all the students indicated that they were in the 19-21 years old bracket. While about 36% reported ages in the 22-24 years category. In total, 82% of the University of Lagos sample fell into the typical college age bracket of 16-24 years.

Table 2

Ages of Sample Population from the University of Lagos

Ages	Frequency	Percentage
16-18 years	3	2.03
19-21 years	66	44.59
22-24 years	53	35.81
25-30 years	23	15.54
over 30 years	3	2.03
Total	148	100.00

Three hundred and four usable questionnaires were analyzed for the total respondents from the two universities. The breakdown of the students' genders, ages, and residences is presented in Tables 3, 4, and 5.

Table 3

Gender of Total Respondents from Both Universities

Gender	Frequency	Percentage
Males	209	69.7
Females	91	30.3
Total	300	100.00

Four students did not respond to the question item on gender. For the total sample, 69.7% were male students while approximately 30% of the students were females.

Table 4

Ages of All Student Respondents from Both Universities

Ages	Frequency	Percentage
16-18 years	7	2.3
19-21 years	116	28.2
22-24 years	118	38.8
25-30 years	55	18.1
over 30 years	8	2.6
Total	304	100.0

In the combined data, almost 70% fell into the typical college age bracket of 16-24 years old. Of this group, about 28% were in the 19-21 years bracket, and about 39% were in the 22-24 years of age category. In all, 88% were 30 years old or younger.

Almost 75% of the students who participated in this research were on-campus resident students while about 25% were students who resided off-campus.

Table 5

Residence Locations for Total Respondents from Both Universities

Residence	Frequency	Percentage
On-Campus	227	74.7
Off-Campus	77	25.3
Total	304	100.0

Most of the students who took part in the study were in their third or fourth year of their college education. For the University of Ibadan, almost 53% of the students were in the third year and about 37% were in their fourth year. At the University of Lagos, almost 15% of the students were in their third year while 68% were fourth year students.

Based on the tabulations for the off-campus respondents it was found that 72% of University of Ibadan students had lived in on-campus residences before, while 75% of the University of Lagos off-campus students had prior on-campus living experiences. When these commuters were asked the most important reason why they moved to off-campus residences, the majority of the students indicated the university regulation and law; about 42% of the students from the University of Ibadan gave this reason, while about 56% of the University of Lagos students did. This tabulation is presented in Table 6.

Table 6

The Most Important Reason Why Students Resided Off-Campus

Reasons	Ibadan Students	Lagos Students
University regulation/law	42.11	56.41
Financial reasons	26.32	.00
To be with off-campus friends	5.26	.00
To be with parents/relatives	.00	.00
Lack of satisfaction	15.79	12.82
Marriage	5.26	2.56
Other	5.26	28.21
Total	100.00	100.00

The commuter respondents were asked the distance of their residence from their university campus. Presented in Table 7 are the percentage distributions of distance to commuters' residences from their respective college campuses.

At the University of Ibadan, about 35% of the commuters lived less than 1 mile from their campus and about 43% lived from 3.5 through 5.45 miles away from campus. This was unlike the University of Lagos commuters where the majority (72.34%) lived from 5.5 through more than 10 miles away. These commuters also responded to the question item on their means of transportation to their campuses. Shown in Table 8 is the percentage breakdown of their responses.

Table 7

Percentage Distribution of Commuters' Distances to Residences

Distance to Residence	Ibadan Students	Lagos Students
Less than 1 mile	34.78	8.51
1 to 3.45 miles	43.48	14.89
3.5 to 5.45 miles	8.70	4.26
5.5 to 7.45 miles	4.32	12.77
7.5 to 10 miles	8.70	17.02
More than 10 miles	.00	42.55
Total	99.98	100.00

Table 8

Percentage Distribution of Commuters Means of Transportation

Means of Transportation	Ibadan Students	Lagos Students
Walk	73.91	4.08
Drive personal car	13.04	8.16
Ride bicycle/motorcycle	.00	.00
Ride public transportation	13.04	83.67
Other	.00	4.08
Total	99.99	99.99

The majority of the University of Ibadan commuters (73.91%) walked to campus while 13.04% rode public transportation. The University of Lagos students had a reversed situation: 83.67% of the commuters rode public transportation to campus while only 4.08% walked.

All the students were asked about their most desirable residence and the location of their after-class activities. The tables below contain percentage breakdowns of their responses.

Table 9

Percentage Distribution of Students Most Desirable Residences

Students	On-Campus		Off-Campus	
	Ibadan	Lagos	Ibadan	Lagos
On-Campus	92.86	95.65	7.41	4.35
Off-Campus	60.00	95.56	40.00	4.44

For the University of Ibadan students, 92.86% of students residing on-campus indicated the on-campus location as the most desirable residence while 60% of those students residing off-campus indicated the on-campus location as the most desirable. At the University of Lagos, 95.65% of the students residing on-campus favored on-campus residence and 95.56% of the students residing off-campus also favored on-campus housing. There was a higher percentage of on-campus residence preference among the University of Lagos students.

Table 10

Percentage Distribution of the Locations of Students' After-Class Activities

Students	Locations of Activities					
	On-Campus		Off-Campus		Equally Divided	
	Ibadan	Lagos	Ibadan	Lagos	Ibadan	Lagos
On-Campus	89.92	79.17	3.36	4.17	6.72	16.67
Off-Campus	73.08	65.96	19.23	14.89	7.69	19.15

About 90% of the University of Ibadan on-campus students claimed that their after-class activities were held on-campus, while about 73% of the off-campus students indicated the same. For the University of Lagos on-campus students, about 79% had their after-class activities on campus, while almost 66% of the off-campus students indicated their after-class activities were also on-campus.

Test of Hypothesis One

Ho 1: There are no differences between the academic achievement and activities of Nigerian university off-campus and on-campus students.

Part of hypothesis was tested with a t-test for independent samples. The analysis of University of Ibadan's students academic grade point averages yielded a t-value of -0.23 which was not significant at the .10 level of probability. The t-value for the University of Lagos data was 1.79 and was found to be significant at the .08 level of probability. This part of the null hypothesis was retained for the

University of Ibadan resident and non-resident students but was rejected for the University of Lagos students. For the University of Ibadan resident and non-resident students, the analysis of their academic grade point averages reflected comparable academic achievement for both groups. However, the analysis of the University of Lagos' data indicated a significantly different academic achievement for on-campus and off-campus students. The on-campus students were found to achieve academically higher than the off-campus students; their mean academic grade point average was 2.44 while it was 2.13 for the off-campus students. The results of the analysis for the University of Ibadan students are presented in Table 11 and those of the University of Lagos students appear in Table 12.

Table 11

Differences in Academic Grade Point Averages for the University of Ibadan Students

	On-Campus Students	Off-Campus Students
Mean =	4.76	4.85
Std.Dev. =	0.45	0.95
N =	123	28
t-value =	-0.23	
df =	149	
Prob. =	NS.	

Table 12

Differences in Academic Grade Point Averages for the
University of Lagos Students

	On-Campus Students	Off-Campus Students
Mean =	2.44	2.13
Std.Dev. =	0.62	0.91
N =	86	40
<u>t</u> -value =	1.79	
df =	124	
Prob. =	.08	
Significant at .08 prob. level.		

The null hypothesis could not be tested for the combined data from the two universities because of noncomparable grade point average scales.

The researcher also investigated, as part of the hypothesis, other variables that were seen as closely associated with academic achievement. The t-test for independent samples was used to analyze the difference between the on-campus and off-campus students' study hours and library usage. The t-test for the average study hours and library hours per week yielded t-values that were not significant at the .10 level of probability for either the University of Ibadan or the University of Lagos students.

The University of Ibadan results reflected a t -value of 0.08 with means of 5.13 for the study hours of on-campus students and 5.08 for the off-campus students. Shown in Table 13 are the results for the University of Ibadan students' study hours.

Table 13

Differences in Study Hours of Students at the University of Ibadan

		On-Campus Students	Off-Campus Students
Mean	=	5.13	5.08
Std.Dev.	=	2.66	3.02
N	=	119	26
t -value	=	0.083	
df	=	143	
Prob.	=	0.4669	
Not significant at .10 prob. level.			

The t -value for average number of hours spent in the library per week was 0.22 with means of 15.15 for the on-campus resident students and 14.54 for the off-campus students. The results of the analysis follow in Table 14.

For the University of Lagos students, the t -value for the average study hours per week was -1.05 with means of 4.97 for the on-campus

Table 14

Differences in Reported Hours in Library of Students at the University of Ibadan

	On-Campus Students	Off-Campus Students
Mean =	15.15	14.54
Std.Dev. =	12.46	9.12
N =	112	24
t-value =	0.2269	
df =	134	
Prob. =	.4104	
Not significant at .10 prob. level.		

Table 15

Differences in Study Hours of Students at the University of Lagos

	On-Campus Students	Off-Campus Students
Mean =	4.97	5.61
Std.Dev. =	2.79	3.79
N =	90	36
t-value =	-1.053	
df =	124	
Prob. =	.1473	
Not significant at .10 prob. level.		

resident students and 5.61 for the non-resident students. Presented in Table 15 are the results of the analysis.

The t -value for the average hours students from the University of Lagos spent in the library per week was -0.71. The means for the on-campus and off-campus students were 14.10 and 15.53, respectively. The results of the t -test analysis are presented in Table 16.

Table 16

Differences in Reported Hours in Library of Students at the University of Lagos

	On-Campus Students	Off-Campus Students
Mean =	14.06	15.53
Std.Dev. =	10.66	11.06
N =	83	40
t -value =	-0.7053	
df =	121	
Prob. =	.2410	
Not significant at .10 prob. level.		

The analysis of the weekly hours spent in the library for both university samples combined also yielded a nonsignificant t -value of

-0.2860, with the mean of off-campus students slightly higher than that of the on-campus students. This analysis is presented in Table 17.

Table 17

Differences in Reported Library Hours of Students from Both Universities

		On-Campus	Off-Campus
Mean	=	14.6872	15.1563
Std.Dev.	=	11.7135	10.3083
N	=	195	64
<u>t</u> -value	=	-.2860	
df	=	257	
Prob.	=	.3876	

The t-test analysis on the combined weekly study hours resulted in a nonsignificant t-value of -0.7858. The mean was 5.0574 for the on-campus and 5.3871 for the off-campus students. This analysis is shown below in Table 18

Table 18

Differences in Reported Study Hours of Students from Both Universities

	On-Campus	Off-Campus
Mean =	5.0574	5.3871
Std.Dev. =	2.7115	3.4705
N =	209	62
t-value =	-0.7858	
df =	269	
Prob. =	.2163	

Chi-square tests were used to analyze the differences between on-campus and off-campus students' study partners and study places. The results of these analyses are presented in Tables 19 through 24. No significant differences were found between the on-campus and off-campus students and their study partners. The analysis showed that most of the on-campus and off-campus students studied most of the time alone.

The chi-square analysis done on the study places of students from both the University of Ibadan and the University of Lagos students yielded no significant differences. The result indicated that both

In brief, there were no significant differences between the on-campus and off-campus students in their study patterns as reflected by their average study hours per week, study partners, study places, and average number of hours spent in the library per week. The resident and non-resident students of each university were comparable on all related academic variables tested in this study. The only significant difference found in the analyses for this first hypothesis was a difference in the academic grade point averages of on-campus and off-campus students at the University of Lagos. Therefore, the null hypothesis was retained for the academic achievement and all academic related variables for the University of Ibadan. For the University of Lagos, the null hypothesis was retained for all the academic related variables but was rejected for the academic achievement of the students.

Test of Hypothesis Two

Ho 2: There is no difference between the Nigerian university off-campus and on-campus students' participation in clubs and organizations.

This hypothesis was tested with a chi-square test for independent samples. The test indicated no significant differences ($p < .10$) at either the University of Ibadan or the University of Lagos. The analysis of the University of Ibadan's data yielded a chi-square value of 0.815 while that of the University of Lagos was 0. These

chi-square results and percentage distributions for students' membership in clubs are presented in Tables 25 and 26. The null hypothesis was retained for each institution since no significant differences were found in the participation of on-campus and off-campus students of the two universities.

About 69% of University of Ibadan on-campus students indicated membership in campus clubs, organizations, and student groups, while about 59% of the off-campus students indicated the same. For the University of Lagos students, about 62% of resident students said that they had membership in campus clubs and groups while a higher percentage (63.3%) of the off-campus students claimed membership in these groups.

Both on-campus and off-campus students of Nigerian universities showed a comparable membership in campus clubs and organizations. The students showed similar percentages of participation in these student organizations.

The data from both the University of Ibadan and the University of Lagos were combined and a chi-square analysis was done. A nonsignificant ($p > .10$) chi-square value of 0.31 was indicated. The hypothesis was retained for the Nigerian university students as represented by combined institutions. The Nigerian university on-campus and off-campus students were found to hold memberships in college clubs, organizations, student government, and athletic groups in a similar manner. The on-campus resident students indicated a

65.6% membership while the off-campus resident students claimed a 61.8% membership. The chi-square result is presented along with the percentage distribution in Table 27.

Table 27

Membership in Clubs and Organizations at the Combined Universities

Students	Membership				Total	
	Yes		No			
	Number	%	Number	%		
On-Campus	143	65.6	75	34.4	218	100.0
Off-Campus	47	61.8	29	38.2	76	100.0
Total	190		104		294	
Chi-square = 0.31 (df=1)						
Not significant at .10 prob. level.						

Test of Hypothesis Three

Ho 3: There is no difference between the number of hours that the off-campus and on-campus students spend in extracurricular activities per week.

The hypothesis was tested for the University of Ibadan and the University of Lagos independently and for the two samples combined. No significant differences were indicated on the chi-square tests

done. The null hypothesis was retained for the University of Ibadan based on a nonsignificant chi-square value of 1.2 ($df=4$) at the .10 level of probability and for the University of Lagos based on a chi-square of 3.89. The analysis for Ibadan is presented in Table 28 and that for Lagos appears in Table 29.

The majority of the students at both institutions reported 1-3.4 hours of weekly involvement in extracurricular activities. As the number of hours increased, the percentage of students who were involved in extracurricular activities dropped.

The chi-square analysis done on the combined data from both University of Ibadan and University of Lagos students also indicated a nonsignificant chi-square value of 3.85. The null hypothesis was retained for the overall data of Nigerian university students that participated in this research. The analysis is presented in Table 30 below.

Since no significant difference was indicated on each university's data nor the data of the universities, combined, Nigerian on-campus and off-campus residents were comparable in the average number of hours that they spent in club activities per week. As such, the null hypothesis was retained.

Table 28

Average Number of Hours Spent in Club Activities by Students
at the University of Ibadan

Students	Less than 1 hr.		1-3.4 hrs.		3.5-5.4 hrs.		5.5-7 hrs.		More than 7 hrs.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
On-Campus	13	16	29	35.8	16	19.8	10	12.4	13	16	81	100
Off-Campus	2	12.5	8	50	2	12.5	2	12.5	2	12.5	16	100
Total	15		37		18		12		15		97	

Chi-square = 1.2 (df=4)
Not significant at .10 prob. level.

Table 29

Average Number of Hours Spent in Club Activities by Students
at the University of Lagos

Students	Less than 1 hr.		1-3.4 hrs.		3.5-5.4 hrs.		5.5-7 hrs.		More than 7 hrs.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
On-Campus	5	8.6	29	50	9	15.5	6	10.4	9	15.5	58	100
Off-Campus	6	19.4	17	54.8	4	12.9	3	9.7	1	3.2	31	100
Total	11		46		13		9		10		89	

Chi-square = 3.89 (df=4)
Not significant at .10 prob. level.

Table 30

Average Number of Hours Spent in Club Activities at the
Combined Universities

Students	Less than 1 hr.	1-3.4 hrs.	3.5-5.4 hrs.	4.4-7 hrs.	More than 7 hrs.	Total
On-Campus	18	58	25	16	22	139
Off-Campus	8	25	6	5	3	47
Total	26	83	31	21	25	186
Chi-square = 3.85 (df=4)						
Not significant at .10 prob. level.						

Test of Hypothesis Four

Ho 4: There is no difference between the Nigerian off-campus and on-campus students' types of friendships made during their undergraduate education.

This hypothesis was tested with a chi-square for independent samples. The null hypothesis was tested for each university independently and then for the combined data from both universities. The chi-square was based on the response of students to the questionnaire item about the residence of close friends. The analyses yielded significant differences ($p < .10$) for each of the universities. The chi-square value for the University of Ibadan

The off-campus students of both universities indicated a considerably higher percentage of on-campus close friendships than the percentage of off-campus friendships. For the University of Ibadan, about 69% of off-campus students claimed that their close friends lived on the campus, while only about 31% of them claimed that their close friends lived off-campus. The University of Lagos off-campus students showed a similar pattern; almost 65% of the off-campus respondents indicated on-campus close friendships while only a little over 35% showed off-campus friendships.

Table 32

Locations of University of Lagos Students' Close Friends

Students	Residence of Close Friends					
	On-Campus		Off-Campus		Total	
	Number	%	Number	%	Number	%
On-Campus	77	81.1	18	18.9	95	100
Off-Campus	31	64.6	17	35.4	48	100
Total	108		35		143	

Chi-square = 4.21 (df=1)
Significant at .035 prob. level.

There was also a significant difference between the combined on-campus and off-campus students' location of close friends' residence. The analysis on the combined data resulted in a chi-square value of 11.11. The null hypothesis was rejected for the combined data. The analysis is presented in Table 33.

Table 33

Locations of Residence of Students' Close Friends at the Combined Universities

Students	Residence of Close Friends				Total	
	On-Campus Number	%	Off-Campus Number	%	Number	%
On-campus	182	83.5	36	16.5	218	100
Off-campus	49	66.2	25	33.8	74	100
Total	231		61		292	
Chi-square 11.11 (df=1)						
Significant at <.01 prob. level.						

Test of Hypothesis Five

Ho 5: There is no difference in general satisfaction with college between the Nigerian university off-campus and on-campus students.

The chi-square test for independent samples was used to test the null hypothesis on institutional bases and also on a combined data set

for both universities. For the University of Ibadan and the University of Lagos, there were no significant differences in the on-campus and off-campus students' responses to the item in which the levels of satisfaction of students was stated as "very satisfied," "satisfied," and "not satisfied." A chi-square value of 1.67 with 2 degree of freedom was obtained for the University of Ibadan, while a chi-square value of 3.36 was obtained for the University of Lagos. The results of these analyses are presented in Tables 34 and 35.

Because of low frequencies in the "very satisfied" cell, the levels of satisfaction were collapsed into "satisfied" and "not satisfied." The on-campus and off-campus students at each of the universities were found not to be significantly different ($p < .01$) in their satisfaction of experiences in their college education. A chi-square value of 0.86 was indicated for the University of Ibadan, and a chi-square value of 2.21 was indicated for the University of Lagos. These analyses are presented in Tables 36 and 37.

Since no significant difference was found in the students' satisfaction with college experience, the null hypothesis was retained for each institution. Both the resident and non-resident students indicated high levels of satisfaction of their college experiences; 73.6% of the University of Ibadan on-campus students claimed that they were satisfied, while 64.3% of the off-campus students indicated satisfaction with college experiences.

Table 34

Satisfaction of College Experiences at the University of Ibadan

Students	Very Satisfied	Satisfied	Not Satisfied	Total
On-Campus	12	80	33	125
Off-Campus	4	14	10	28
Total	16	94	43	153
Chi-square = 1.67 (df=2)				
Not significant at .10 prob. level.				

Table 35

Satisfaction of College Experiences at the University of Lagos

Students	Very Satisfied	Satisfied	Not Satisfied	Total
On-Campus	3	61	33	97
Off-Campus	0	24	21	45
Total	3	85	54	142
Chi-square = 3.36 (df=2)				
Not significant at .10 prob. level.				

Table 36

Satisfaction of College Experience at University of Ibadan by
"Satisfied" and "Not Satisfied"

Students	Satisfied	%	Not Satisfied	%	Total	%
On-Campus	92	73.6	33	26.4	125	100
Off-Campus	18	64.3	10	35.7	28	100
Total	110		43		153	

Chi-square = 0.86 (df=1)
Not significant at .10 prob. level.

Table 37

Satisfaction of College Experience at University of Lagos by
"Satisfied" and "Not Satisfied"

Students	Satisfied	%	Not Satisfied	%	Total	%
On-Campus	64	66.0	33	34.0	97	100
Off-Campus	24	53.3	21	46.7	45	100
Total	88		54		142	

Chi-square = 2.21 (df=1)
Not significant at .10 prob. level.

For the University of Lagos students, as reflected on Table 37, 66% of the on-campus students were satisfied with their college experience while 34% were not. About 53% of the off-campus students were satisfied and about 46% indicated a lack of satisfaction. The University of Ibadan students indicated a higher percentage of satisfaction with their college experiences than their counterparts at the University of Lagos. Almost half of the off-campus (46.7%) students at the University of Lagos showed that they were not satisfied with their college experiences.

The students were asked to mention three areas of satisfaction if they were satisfied and three areas of lack of satisfaction if they were not satisfied. For the University of Ibadan satisfied students, the three most often mentioned areas of satisfaction were in academics and social activities (i.e., social life, extracurricular activities, religious activities, campus politics, and sports). The three most mentioned areas of lack of satisfaction in descending order were in academics, students' accommodations, and lecturers' attitudes toward students. The University of Lagos satisfied students' most frequently listed academics, social activities and campus facilities. The three most mentioned areas of lack of satisfaction in descending order were in the areas of students' accommodations, academics (i.e., over-crowded classrooms, inadequate facilities/equipment, lack of practical training and course scheduling) and student/faculty relationships.

The data of students from both universities were combined and analyzed. A significant difference between the on-campus and off-campus students was found at the .05 level of probability.

This analysis is presented in Table 38.

Table 38

Satisfaction of College Experience at the Combined Universities

Students	Satisfied	%	Not Satisfied	%	Total	%
On-Campus	156	70.3	66	29.7	222	100
Off-Campus	42	57.5	31	42.5	73	100
Total	198		97		295	

Chi-square = 4.04 (df=1)
Significant at .05 prob. level.

The null hypothesis was rejected based on the "collapsed" data (i.e., the "very satisfied" and "satisfied" responses were both considered in a "satisfied" category) from both universities. There was a significant difference in the satisfaction of college experiences of Nigerian university on-campus and off-campus students. The percentage of students' satisfaction presented in Table 38 showed that 70.3% of the on-campus students of both institutions were satisfied with their university experiences while only 57.5% of the off-campus students indicated that they were satisfied.

Test of Hypothesis Six and
Sub-hypotheses 6a, 6b, 6c, 6d, 6e, 6f, and 6g

Ho 6: There is no difference in the area of student/faculty relationships between Nigerian university off-campus and on-campus students.

This main hypothesis was sub-divided and tested with seven sub-hypotheses listed below.

Ho 6a: There is no difference in the frequency of informal meetings of the Nigerian off-campus and on-campus students with their faculty members.

Ho 6b: There is no difference between the frequency of informal discussion of class/course or intellectual problems of the Nigerian university off-campus and on-campus students with their faculty members.

Ho 6c: There is no difference between the off-campus and on-campus students' frequency of informal meetings with faculty members to receive academic advice.

Ho 6d: There is no difference between the off-campus and on-campus students' frequency of informal academic advice received from their faculty members.

Ho 6e: There is no difference between the off-campus and on-campus students' frequency of informal meetings to discuss future careers with faculty members.

Ho 6f: There is no difference between the off-campus and on-campus students' frequency of informal meetings to discuss personal problems with faculty members.

Ho 6g: There is no difference between the off-campus and on-campus students' frequency of informal discussion about social, political, or campus issues with faculty members.

These hypotheses were tested with chi-square test for independent samples. First, the analysis was on an institutional basis and then on the basis of combined data from both universities. No significant differences ($p < .10$) were found between University of Ibadan on-campus and off-campus students in any of the seven areas of relationships with faculty members. These analyses are presented in the Tables 39 through 45.

Table 39

Frequency of University of Ibadan Students' Informal After-Class Meetings with Faculty Members

Students	Very Often	Often	Not Often	Not at all	Total
On-Campus	2	20	76	28	126
Off-Campus	1	4	14	9	28
Total	3	24	90	37	154
Chi-square = 1.00 (df=3)					
Not significant at .10 prob. level.					

Table 40

Frequency of University of Ibadan Students' Frequency of Informal Discussion of Class/Course Problems with Faculty Members

Students	Very Often	Often	Not Often	Not at all	Total
On-Campus	9	34	50	28	121
Off-Campus	3	5	11	6	25
Total	12	39	61	34	146

Chi-square = 1.42 (df=3)
Not significant at .10 prob. level.

Table 41

University of Ibadan Students' Reception of Academic Advice from Faculty Members

Students	Received Academic Advice				Total	%
	Yes	%	No	%		
On-Campus	70	55.1	57	44.9	127	100
Off-Campus	18	69.2	8	30.8	26	100
Total	88		65		153	

Chi-square = 1.71 (df=1)
Not significant at .10 prob. level.

Table 42

University of Ibadan Students' Frequency of Receiving
Informal Academic Advice from Faculty Members

Students	Very Often	Often	Not Often	Not at all	Total
On-Campus	15	32	63	15	125
Off-Campus	4	7	10	7	28
Total	19	39	73	22	153
Chi-square = 3.99 (df=3)					
Not significant at .10 prob. level.					

Table 43

University of Ibadan Students' Frequency of Informal Discussions with
Faculty Members About Social, Political, or Campus Issues

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	4	14	42	68	128
Off-Campus	0	7	9	12	28
Total	4	21	51	80	156
Chi-square = 4.46 (df=3)					
Not significant at .10 prob. level.					

Table 44

University of Ibadan Students' Frequency of Informal Discussions
with Faculty Members About Personal Problems

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	2	21	39	66	128
Off-Campus	0	5	7	16	28
Total	2	26	46	82	156
Chi-square = 0.05 (df=3)					
Not significant at .10 prob. level.					

Table 45

University of Ibadan Students' Frequency of Informal Discussions with
Faculty Members About Future Careers

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	5	31	59	33	128
Off-Campus	2	9	9	8	28
Total	7	40	68	41	156
Chi-square = 2.94 (df=3)					
Not significant at .10 prob. level.					

Based on the analysis of data collected from the University of Ibadan students, the on-campus and off-campus students were comparable in their informal relationships with faculty members.

The analyses of the data collected at the University of Lagos indicated significant differences ($p < .10$) between the on-campus and off-campus students in the areas of informal discussion of class/course problems with faculty members and reception of academic advice from faculty members. These analyses are shown in Tables 46 and 47.

About 57% of the University of Lagos on-campus students indicated that they had received academic advice from faculty members, while almost 31% of the off-campus students claimed receiving such advice from faculty members. The null hypotheses were rejected for these two areas of relationships for the University of Lagos.

Table 46

University of Lagos Students' Frequency of Informal Discussion of Class/Course Problems with Faculty Members

Students	Very Often	Often	Seldom	Not at all	Total
On-Campus	9	31	38	17	95
Off-Campus	4	9	15	17	45
Total	13	40	53	34	140
Chi-square = 7.07 (df=3)					
Significant at .10 prob. level.					

Table 47

University of Lagos Students' Reception of Academic Advice
from Faculty Members

Students	Received Academic Advice				Total	%
	Yes	%	No	%		
On-Campus	55	56.7	42	43.3	97	100
Off-Campus	4	30.8	9	69.2	13	100
Total	59		51		110	

Chi-square = 3.17 (df=1)
Significant at .10 prob. level.

The same students were found not to be significantly different ($p < .10$) in student/faculty relationships that dealt with informal discussions about social, political, or campus issues; personal problems; and future careers. They were also found not to be significantly different in their frequency of informal after-class meetings with faculty members and frequency of receiving informal academic advice. The chi-square analyses for these nonsignificant relationships are presented in Tables 48 through 57 below.

Table 48

University of Lagos Students' Frequency of Informal Discussions
with Faculty Members on Social, Political, or Campus Issues

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	0	11	34	53	98
Off-Campus	0	2	15	31	48
Total	0	13	49	84	146
Chi-square = 2.01 (df=3)					
Not significant at .10 prob. level.					

Table 49

University of Lagos Students' Frequency of Informal Discussions
of Personal Problems with Faculty Members

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	1	10	20	68	99
Off-Campus	0	7	10	32	49
Total	1	17	30	100	148
Chi-square = 0.3 (df=3)					
Not significant at .10 prob. level.					

Table 50

University of Lagos Students' Frequency of Informal Discussions
of Future Careers with Faculty Members

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	3	23	39	33	98
Off-Campus	2	14	11	21	48
Total	5	37	50	54	146
Chi-square = 3.58 (df=3)					
Not significant at .10 prob. level.					

Table 51

University of Lagos Students' Frequency of Informal After-Class
Meetings with Faculty Members

Students	Very Often	Often	Not Often	Not at all	Total
On-Campus	6	16	62	15	99
Off-Campus	3	7	25	13	48
Total	9	23	87	28	147
Chi-square = 3.31 (df=3)					
Not significant at .10 prob. level.					

Table 52

University of Lagos Students' Frequency of Receiving Informal Academic Advice from Faculty Members

Students	Very Often	Often	Not Often	Not At All	Total
On-Campus	7	36	46	9	98
Off-Campus	6	15	18	9	48
Total	13	51	64	18	146

Chi-square = 4.69 (df=3)
Not significant at .10 prob. level.

The null hypothesis was retained for each of these areas of relationships. The University of Lagos on-campus and off-campus students were found to relate similarly to faculty members in their informal discussions about social, political, or campus issues; personal problems; future careers; in informal meetings after classes; and in frequency of receiving academic advice.

The data of both universities were combined and analyzed with chi-square test for independent samples on all questionnaire items related to student/faculty informal associations. No significant differences ($p < .10$) were found on items that were focused on the frequency of student/faculty informal after-class meetings (chi-square value was 4.6); discussions about class/course problems (chi-square

value was 4.98); discussions about social, political, or campus issues (chi-square value was 1.51); discussions about personal problems (chi-square value was 2.02); and in the reception of academic advice (chi-square value was 0).

Significant differences ($p < .10$) were, however, noted on the combined data of the two universities in the frequency of students' reception of academic advice and in discussions of future careers with lecturers. The chi-square analyses for these two significant relationships are presented in Tables 53 and 54.

Table 53

Students' Frequency of Reception of Academic Advice from Faculty Members

Students	Very Often	Often	Not Often	Not at all	Total
On-Campus	22	68	109	24	223
Off-Campus	10	22	28	16	76
Total	32	90	137	40	299
Chi-square = 7.4 (df=3)					
Significant at .10 prob. level.					

Table 54

Students' Frequency of Informal Discussions with Faculty Members
About Future Careers

Students	Regularly	Occasionally	Rarely	Never	Total
On-Campus	8	54	98	66	226
Off-Campus	4	23	20	29	76
Total	12	77	118	95	302
Chi-square = 7.42 (df=3)					
Significant at .10 prob. level.					

The null hypotheses for these relationships was rejected based on the significant chi-square values. The Nigerian on-campus and off-campus students were found to be significantly different in their frequency of receiving academic advice and discussion of future careers with faculty members.

Summary

The data analyses for the study of students' residence and involvement were presented in Chapter IV. These analyses were done descriptively, by chi-square test for independent samples and by t-tests for differences in means. The 12 null hypotheses were tested at the .10 level of significance and the results were presented in tables. The null hypotheses were tested first on each university basis and then on the overall data of both institutions.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The results from the analyses of the differences between those who resided on-campus and those who resided off-campus in regard to Nigerian students' involvement in college academic and extracurricular activities were presented in Chapter IV. The null hypotheses were tested for each of the two university groups and then for the two groups combined. The summary of these findings along with the conclusions, discussion, areas for future study and recommendations are presented within this chapter.

Summary

With reference to this particular study and the results reported in Chapter IV, there seems to be no statistically significant differences ($p < .10$) in many of the areas of involvement of on-campus and off-campus Nigerian students. The on-campus and off-campus students were found to be comparable in their involvement in various activities. In an overall analysis, there were more differences found between the University of Lagos on-campus and off-campus students than their counterparts at the University of Ibadan.

The only difference indicated between the University of Ibadan students was in the residence of on-campus and off-campus students'

close friends. The students at the University of Ibadan were found to be similar in their involvement in all areas of academic and non-academic activities tested in this study except in the area of friendship.

The analyses of University of Lagos student data yielded more significant differences between on-campus and off-campus students. The differences were indicated in the students' academic achievement as reflected by their academic grade point averages, in the residence of students' close friends, in informal discussions of classes/courses with lecturers, and in the reception of academic advice from faculty members.

In the combined data of both universities, differences were found between the on-campus and off-campus students in the areas of students' general satisfaction with college experiences, residences of students' close friends, frequency of students' reception of academic advice from faculty members and in the discussions about future careers with faculty members. In all other areas tested in this study, the Nigerian university on-campus and off-campus students were found to be statistically similar in their involvement in college activities.

The summary of the findings by each variable used in this study is presented in the sections following.

Nigerian Students' Residence and Students' Academic Achievement and Activities

For the University of Ibadan, the students from both on-campus and off-campus residences showed similar academic grade point averages, and they were also similar in their average number of study hours per week, average number of weekly library hours, study partners, and study places (see Tables 11, 13, 14, 19, and 20).

The University of Lagos students were found to be similar in all academic activities examined except in academic grade point averages (see Tables 12, 15, 16, 21, and 22). The University of Lagos on-campus students were found to achieve academically higher than their off-campus counterparts. In spite of this statistically different academic achievement, the students showed similar study and library behaviors. Both groups of students were found to be similar in the weekly study hours, library weekly hours, choice of study partner, and study places.

Due to differences in grading procedures, the grade point average data could not be combined, however, when the responses of the samples were combined for the other academic activities there were no statistically significant differences between the on-campus and off-campus students. Their involvement in these academic related variables were found to be similar (see Tables 17, 18, 23, and 24).

Nigerian Students' Residence and Students' Involvement
in Clubs and Organizations

The on-campus and off-campus students at both the University of Ibadan and the University of Lagos reported similar involvement in students' clubs and organizations (see Tables 25 and 26). At the University of Ibadan, the percentage of on-campus students' involvement in these campus activities was slightly higher than the off-campus students' involvement, but this difference was not of statistical significance (see Table 25). Interestingly, at the University of Lagos, the off-campus students had a higher percentage of involvement in students' clubs and groups (see Table 26). The slightly higher percentage of the off-campus students was, however, not of statistical significance.

When both data were combined, there was still no statistical difference in the involvement of on-campus and off-campus students in campus students' groups (see Table 27). Overall, the on-campus students reported a slightly higher percentage of involvement which was, however, of no statistical value.

The Nigerian on-campus and off-campus university students showed comparable involvement in campus clubs and organizations. Overall, almost 66% of Nigerian university on-campus students were involved in clubs and organizations while almost 62% of the off-campus students were so involved (see Table 27).

When the tabulation of students' location of after-class activities and their involvement in campus activities was compared, it was not too surprising to find that the Nigerian off-campus students' involvement in campus activities was as close as it was to that of the on-campus students. At the University of Ibadan, almost 90% of the on-campus students indicated that their after-class activities were mostly on the campus. For the off-campus students, 73% had their after-class activities on the campus (see Tables 10 and 25).

Of the University of Lagos on-campus students, 79% reported that their after-class activities were carried out on the campus, while almost 66% of the off-campus students indicated such activities (see Tables 10 and 26). From these results one may conclude that the off-campus students stayed after their daily classes to participate in students' club activities on the university campus.

Nigerian Students' Residence and the Students' Number of Hours of Weekly Involvement in Extracurricular Activities

The Nigerian on-campus and off-campus university students were found to be statistically comparable in the number of hours of weekly involvement in extracurricular activities. At both the University of Ibadan and the University of Lagos, the on-campus and off-campus students reported similar weekly hours of involvement in extracurricular activities (see Tables 28 and 29).

A majority of the on-campus and off-campus students spent less than 3.5 hours in extracurricular activities per week. At the

University of Lagos, almost 55% of the off-campus students indicated that they spent 1-3.4 hours in extracurricular activities per week, while 50% of the on-campus students did. For the University of Ibadan, about 36% of the on-campus students spent 1-3.4 hours in weekly extracurricular activities, while 50% of the off-campus students indicated similar hours of weekly involvement (see Tables 28 and 29).

As the number of hours of extracurricular involvement increased, the percentage of students who were involved generally dropped. The on-campus students, however, maintained a higher percentage of greater hours of involvement than their off-campus counterparts.

When the samples from the two universities were combined, the Nigerian students whether on-campus or off-campus were found to spend comparable weekly hours in extracurricular activities. The analysis conducted on the combined data from the two universities resulted in a nonsignificant ($p > .10$) chi-square value (see Table 30).

Nigerian Students' Residence and Friendships Made by Students During Undergraduate Education

The residence locations of on-campus and off-campus students' close friends were found to be statistically different ($p < .10$). A higher number of on-campus students' close friends at each university and on the combined data lived on the campus, while each group of off-campus students maintained a higher percentage of off-campus close friendships (see Tables 31, 32, and 33).

The off-campus students at each university reported more close friends living on the campus than those living off-campus. For the University of Ibadan, 69.2% of off-campus students had their close friends on the campus. And, almost 65% of the University of Lagos off-campus students reported on-campus friendships. For the combined data, 66.2% of off-campus students reported on-campus close friendships. It seems that students' residence locations were related to the residence of close friends. The on-campus students tended to have more of their close friends on the campus than the off-campus students. Fewer of the on-campus students' close friends lived off-campus while off-campus students had more close friends living off-campus than their on-campus counterparts.

The University of Ibadan's student affairs officer indicated that students had friendships along three main lines: along subject lines, along ethnic lines, and along associations/social groups lines. This may be one of the reasons why the off-campus students had a greater percentage of their close friends living on the campus instead of off-campus. In spite of this probable influence, the on-campus students still had a higher number of close friends on the campus while the off-campus students claimed a higher percentage of off-campus close friendships.

Nigerian Students' Residence and the General College Satisfaction of the Students

There were no statistically significant differences in the general college satisfaction of on-campus and off-campus students at

either the University of Ibadan or the University of Lagos. The two groups of students were generally satisfied with their university education (see Tables 34 and 35). The analyses were done with two levels of satisfaction ("very satisfied" and "satisfied") and "not satisfied" and also with "satisfied" (combining the "very satisfied" and "satisfied" responses) and "not satisfied."

The analysis carried out using the combined data of both universities, yielded a significant difference ($p < .10$) between the on-campus and off-campus students (see Table 38). Overall, 70.3% of the on-campus students were "satisfied" while about 57.5% of the off-campus students indicated satisfaction.

When the satisfaction of students from both universities were compared, the University of Ibadan students were more satisfied with their college experiences. Almost 74% of the on-campus and about 64% of the off-campus students showed satisfaction at the University of Ibadan while 66% of the University of Lagos on-campus and about 53% of the off-campus students reported satisfaction with their college experience (see Tables 36 and 37).

Nigerian Students' Residence and the Student/Faculty Relationships

There were no statistical differences in the relationships with faculty members of on-campus and off-campus University of Ibadan students. The University of Ibadan off-campus and on-campus students

only occasionally met informally with their faculty members; further, they did not have frequent discussions with them about academic problems, social/political issues, personal problems, or future careers (see Tables 39 through 45).

At the University of Lagos, the on-campus and off-campus students were statistically different ($p < .10$) in their student/faculty relationships in the areas of informal class/course problems and in the reception of academic advice (see Tables 46 and 47). More than half (56.7%) of the on-campus students received academic advice from their lecturers, while less than a third (30.8%) of the off-campus students did (see Table 47). It appears that the on-campus students of this institution related more to their lecturers in the reception of academic advice.

The same University of Lagos on-campus and off-campus students were found not to be statistically different in their student/faculty relationships in the areas of informal after-class meetings and informal discussions of social, political, or campus issues; personal problems; and future careers (see Tables 48 through 52). The resident and non-resident students were comparable in the ways they related informally to their lecturers in the above areas.

In the overall data of both universities, the on-campus and off-campus students were found to relate similarly to their faculty members in the frequency of informal after-class meetings; discussions

about social, political, or campus issues; discussions about personal problems and discussions about class/course problems. These students were found to be statistically different ($p < .10$) in the frequency of reception of academic advice and in discussions about future careers with their faculty members (see Tables 53 and 54).

Conclusions

The following conclusions can be drawn from this study.

1. The most preferred residence among Nigerian university students was an on-campus residence. (The University of Lagos had a higher percentage of students who desired the on-campus residence than the students from the University of Ibadan.)
2. The majority of Nigerian university off-campus students' after-class activities were carried out on the campus.
3. Except for reported grade point average at the University of Lagos with higher on-campus student mean GPA, the Nigerian on-campus and off-campus students were similar in their academic activities.
4. The involvement of Nigerian university on-campus and off-campus students in campus clubs and organizations were comparable.
5. The number of hours of weekly involvement of Nigerian university on-campus and off-campus students in extracurricular activities were comparable.
6. The residence of close friends of Nigerian university on-campus and off-campus students were different. The majority of

on-campus students had their close friends living on the campus, while the off-campus students claimed a higher percentage of off-campus close friendships.

7. A higher percentage of off-campus students had their close friends living on the campus than living off-campus. (Over 50% of off-campus students claimed on-campus friendships.)

8. Both the Nigerian university on-campus and off-campus students showed general satisfaction with their college experiences; however, the on-campus students were more satisfied. Further, the University of Ibadan students were more satisfied with their college experiences than their counterparts at the University of Lagos.

9. The differences in student/faculty relationships between the Nigerian university on-campus and off-campus students were minimal. At the University of Ibadan, both the on-campus and off-campus students had comparable student/faculty relationships. At the University of Lagos, the on-campus and off-campus students related comparably to the faculty members except for informal class/course discussions and in reception of academic advice. For the combined data, the on-campus and off-campus students were comparable except for frequency of reception of academic advice and in discussions of future careers.

10. Generally, there were more differences found between the on-campus and off-campus students at the University of Lagos than the University of Ibadan.

11. The Nigerian university on-campus and off-campus students were generally involved in academic and extracurricular activities in similar manners.

Discussion

The Nigerian university resident and non-resident students who participated in this study were found to be involved in academic and extracurricular activities in similar manners. There were more similarities found between the two groups of students than differences. The findings in this research tended to support the researchers in the second category of the literature review who reported no differences in the academic and extracurricular activities of on-campus and off-campus students.

According to Astin's (1984, 1985) description of the involvement concept, the Nigerian university on-campus and off-campus students were actively involved in their academic and extracurricular activities except for student/faculty relationships, where their involvement was generally low.

The previous findings in the area of academic achievement of off-campus and on-campus students were classified into three categories in the literature review: findings in which a difference was reported with the higher academic achievement credited to the on-campus students, findings in which higher academic achievement was reported for the off-campus students, and findings of no difference between the groups.

In this research, the involvement of on-campus and off-campus students in academic achievement and activities (academic grade point averages, weekly study hours, choice of study partners, study places, and weekly library hours) were explored. With the exception of the University of Lagos students' academic grade point averages, the results have supported the earlier claims of Pugh and Chamberlain (1976), Baird (1969), and Graff and Cooley (1970). These researchers reported no differences in the academic achievement of students living on the campus and those living off-campus.

The results from this study have not confirmed the earlier findings of Astin (1973, 1975, 1978), Chickering (1974a), and Levin and Clowes (1982) who reported differences between on-campus and off-campus students' academic achievement and claimed higher academic achievement or involvement for on-campus students. The only confirmation of their findings was in the University of Lagos students' academic grade point averages where a significant difference was found between the on-campus and off-campus students. However, it should be noted that the on-campus students were higher in their percentage of involvement in spite of the nonsignificant result.

The results from this study showed evidence that the concept of involvement is applicable to Nigerian university students. The students were involved in academic and non-academic activities at different levels. The Nigerian students' involvement appear to be

extensive in all areas studied except for student/faculty relationships. However, the level of involvement appeared not to be greatly influenced by the locations of students' residences.

Some factors are suspected to have offset the students' environmental differences; specifically the students' after-class environment, that is, the location of after-class activities. The majority of the off-campus students in this study spent more time in the campus environment than their off-campus environment. About 73% of the University of Lagos off-campus students and about 66% of the University of Ibadan off-campus students reported that their after-class activities were done on their college campuses.

The off-campus students also indicated high percentages of on-campus friendships and reported that they used the campus library most of the time for studying. The additional time the off-campus students spent in the campus environment probably influenced their level of involvement and allowed them not to be "detached" from the campus activities but rather to be closely knit to the on-campus academic and extracurricular activities.

The Nigerian commuters' behaviors were found to be different from those revealed by Chickering (1974a) and Astin (1973). Also, the description of commuters by Dressel and Nisula (1966) was not applicable to Nigerian university commuters. These students were not "detached from campus life" but rather in tune with what was going on

on their campuses. In fact, the on-campus/off-campus concepts were defined by the University of Lagos administrator as follows: "the off-campus students are those who were not given accommodation in the students' halls of residence on the on-campus students are those who were offered accommodation in the halls" (Personal communication, January 6, 1988).

It appears that a major difference between Nigerian off-campus and on-campus students was their "sleeping place." The dormitory environment was not found to be related positively to students' involvement in extracurricular activities as claimed by Chickering (1974a), Smallwood and Klas (1983), and Astin (1975, 1978, 1984, 1985). The Nigerian students involvement was similar in extracurricular activities. The students held memberships in students' groups in similar manner and they indicated comparable number of weekly hours of involvement in extracurricular activities. In fact, the University of Lagos off-campus students were more involved than their on-campus counterparts.

The findings of Stark (1965) and Foster et al. (1975) were consistent with the findings regarding students' extracurricular activities in the present study.

The claims of Astin (1973, 1978, 1984), Chickering (1974a), and Pascarella (1980, 1984, 1985) that dormitory living was positively related to faculty interaction was not evident in this study. The

Nigerian university students as a whole rarely or only occasionally met informally with their faculty members after the classes. The involvement of both on-campus and off-campus students with their faculty members was generally low.

While no differences were reported between the University of Ibadan on-campus and off-campus students' relationships to faculty members, the University of Lagos students showed differences in the academic area of student/faculty interactions. The on-campus students related more to their faculty members in their frequency of reception of academic advice and in the discussion of class/course problems.

Positive relationships between frequency of students' contact to obtain academic information from faculty members and academic performance were reported by Pascarella and Terenzini (1978) and Terenzini and Pascarella (1980). Although this research was not designed to investigate the relationships between these two variables, the higher academic grade point averages of the University of Lagos on-campus students and the evidence of their relationships to faculty members in the areas of academic advice tend to support the trend of a positive relationship between academic student/faculty relationships and better academic performance. This trend was also noticed in the University of Ibadan's case where the off-campus students indicated a higher average academic grade point mean and reported a higher academic student/faculty relationship (see Tables 11 and 41).

The studies of Astin (1978, 1984), Endo and Harpel (1982), and Pascarella (1980) in which positive relationships between frequent student/faculty interaction and students' general satisfaction with college experience were reported were not supported in this research. In spite of rare or occasional interaction with faculty members, the students still indicated that they were satisfied with their general college experiences. Those who reported dissatisfaction, however, mentioned the attitudes of faculty to the students as an area where they experienced lack of satisfaction.

This study has given more credence to earlier studies of Pascarella (1984, 1985), Welty (1976), Chickering (1967, 1974a), Astin (1973, 1975, 1978), and Davis and Caldwell (1977) who reported positive relationships of on-campus residence and students' friendships. The friends of on-campus students were almost all on the campus while the off-campus students had a higher percentage of off-campus friends than the on-campus students.

Davis and Caldwell (1977) claimed that the on-campus students had more interpersonal relationships than the off-campus students. Although the students' personal relationships were not compared in this research, both the on-campus and off-campus students mentioned their desire to live on the campus for the purpose of academic/social association with their colleagues.

The off-campus students in this study had a higher percentage of their friends living on the college campus than off-campus. This finding may probably be related to the higher amount of off-campus students' time spent on the campus.

This study provided no evidence to confirm Graff and Cooley's (1970) finding of no difference between on-campus and off-campus friendships. In fact, the students' friendships were the only factor that showed significant difference between on-campus and off-campus students both at the institutional basis and also on the combined data.

The evidence of positive relationships between on-campus residence and college satisfaction reported by Chickering (1974a), and Astin (1973, 1975, 1978, 1984) was noted in this research. The relationship between students' college satisfaction and residence location on the institutional basis was not statistically significant at the .10 level of probability, however, the on-campus students claimed a higher percentage of college satisfaction than the off-campus students. The overall data of both universities also supported the trend of the positive relationship of on-campus residence and students' college satisfaction.

The University of Ibadan students reported that they were more satisfied with their college experience when compared with the University of Lagos students. The accommodation problems, academic

related problems, and student/faculty relationships ranked the highest three areas by dissatisfied students when asked to mention areas of lack of satisfaction. Though these same areas were mentioned by students from both universities, the severity of these problems differed on an individual college basis. The accommodation problems ranked as the most mentioned area of lack of satisfaction by the University of Lagos students, while problems related to academics was ranked first of all the problems given by University of Ibadan students.

Almost half (46.7%) of the University of Lagos off-campus students indicated that they were not satisfied with their college experiences. This group had the highest percentage of dissatisfaction when the University of Ibadan on-campus/off-campus and the University of Lagos on-campus/off-campus groups were compared.

The involvement of the University of Ibadan and University of Lagos on-campus and off-campus students were similar in many areas but also different in some areas. The students from the University of Ibadan were statistically similar in all areas of involvement except in the residence of their close friends. The University of Lagos students were statistically different in academic grade point averages, in residence of close friends, and in two areas of student/faculty academic relationships.

While dormitory influence may be responsible for the differences found in University of Lagos students, such influence was unnoticed in the University of Ibadan students' case. It appears that some other related influences like the students' motivational factors, i.e., the students' determination to make the best use of their environmental conditions and time; the general environment of the city where the college is located (Lagos, for example, is bigger, busier, and has more accommodation problems than Ibadan); the proximity of the general environment of the campus itself; off-campus residence to the campus; and finally, the location of students' after-class activities may have played a greater part than the dormitory influence in this study.

The locations of students' after-class activities probably helped the Nigerian off-campus students to be exposed more to the college environment than might be expected. The evidence from this study tends to offer support to the notion that if commuters or off-campus students do most of their after-class activities on the campus, i.e., engage in campus extracurricular activities, have on-campus friends, and study on the campus, they most likely will have involvement similar to that of their on-campus counterparts. This factor of spending more time on-campus was noted by Astin (1985) when he related on-campus part-time job to persistence in college.

The overall environmental factors of the city where the college is located may influence the behaviors of both on-campus and off-

campus students. For example, more accommodation problems in the city may create more students' desire to reside in the campus halls of residence. The factors related to the environment of the city where the college is and the students' motivational factors are probably some of the reasons why the research results in the area of students' residence and students' outcomes have been so varied.

Areas for Future Study

1. Since this study was conducted in the southwestern part of Nigeria, the study should be replicated to find the level of involvement of students in other Nigerian universities.
2. A study should be conducted to determine how students' motivational factors influence their involvement in college academic and non-academic activities.
3. A study should be conducted to determine the involvement of off-campus students who do most of their after-class activities on-campus and those who do most of their after-class activities off-campus.
4. A study should be conducted to compare the involvement of students from different residence halls on-campus and the off-campus group.
5. A study should be conducted to explore further the relationships between Nigerian students and their lecturers.

Recommendations

In spite of the nonsignificant results reported in most of the areas of involvement in this study, the directions of many of the results favored the on-campus resident students. Of 20 straightforward cases in which the on-campus and off-campus students were compared (i.e., means of grade point averages, study hours, library hours, percentage of club membership, close friends' residence, college satisfaction, and reception of academic advice), 6 cases were significant at .10 alpha level. In all 20 cases, the on-campus students reported higher mean or percentage involvement in 12 areas. The on-campus direction of higher involvement should be an issue of consideration to the Nigerian university policy makers, this should help them in determining the future of dormitory facilities in Nigeria. It should help to make decisions concerning the ways to increase the college involvement of their students. It should also be noted that in spite of the Nigerian off-campus students' comparability with the on-campus counterparts, they were definitely not satisfied with their off-campus living conditions, this can be clearly seen in the chronic problem of "squatting."

Along with all the points mentioned in the National Institute of Education (1984) report Involvement in Learning and in Astin (1985), the students' involvement can also be increased by providing facilities that will encourage students to carry out most of their

after-class activities on-campus. The college leaders can also provide after-class activities tailored to meet the needs of its particular student body.

The Nigerian students generally reported limited student/faculty relationships, one main reason mentioned by the majority of students was the attitude of the faculty members towards the students. The university administrators should, in light of this problem, create forums whereby the students and faculty members can be brought together informally to develop relationships. The Nigerian university system leaders need to address the problem areas that were mentioned by students; the problems related to accommodation, academics, and student/faculty relationships. Since accommodation problems cannot be solved through the university budget due to the Nigerian federal government deferral on future dormitory building, the university administrators should encourage private investors or businesses to build dormitories on the university lands on lease. This will help to ease the problem of students' accommodations and at the same time take care of students "squatting."

Due to the difficulties encountered by this researcher in the gathering of information about the off-campus students, the researcher is recommending that the Nigerian policy concerning the dormitory building should be reviewed in the light of the findings from this study. The earlier policy concerning the issue of

off-campus living could not have been based on any reliable information due to lack of any official off-campus student data base. It, therefore, is recommended that the administrators of Nigerian universities should have a data base for both on-campus and off-campus students in order to be able to serve all their present student body and also to be able to plan adequately for the future.

REFERENCES

- Ajayi, A. J., & Tamuno, T. N. (1973). The University of Ibadan, 1948-1973: A history of the first twenty-five years. Ibadan, Nigeria: Ibadan University Press.
- Association of American Colleges. (1985). Integrity in the college curriculum: A report to the academic community. Washington, DC: Author.
- Astin, A. (1973). The impact of dormitory living on students. Educational Record, 54, 204-210.
- Astin, A. (1975). Preventing students from dropping out. San Francisco: Jossey-Bass.
- Astin, A. (1978). Four critical years. San Francisco: Jossey-Bass.
- Astin, A. (1984). Student involvement: A developmental theory for higher education. The Journal of College Student Personnel, 25, 297-308.
- Astin, A. (1985). Achieving educational excellence. San Francisco: Jossey-Bass.
- Baird, L. (1969). The effects of college residence groups on students' self-concepts, goals, and achievement. Personnel and Guidance Journal, 47, 1015-1021.
- Baker, S. R. (1966). The relationship between student residence and perception of environmental stress. Journal of College Student Personnel, 7, 222-224.
- Belock, S. (1978). A comparison of the grade point averages of freshmen students living in dormitories with the grade point averages of commuting students at Castleton State College. Fort Lauderdale, FL: Nova University, College of Education. (ERIC Document Reproduction Service No. ED 158 678)

- Bishop, J., & Synder, G. (1976). Commuters and residents: Pressures, helps, and psychological services. Journal of College Student Personnel, 17, 232-235.
- Bukowski, J. (1975). Societal factors: An analysis of selected factors of dormitory students and commuting students at Johnson and Wales College. Fort Lauderdale, FL: Nova University, College of Education. (ERIC Document Reproduction Service No. ED 127 869)
- Burtner, R., & Tincher, W. A. (1979). A study of resident and non-resident students at Auburn University. Auburn, AL: Auburn University, Office of the Dean of Student Services. (ERIC Document Reproduction Service No. 172 664)
- Chickering, A. (1967). College residences and student development. Educational Record, 48, 179-186.
- Chickering, A. (1974a). Commuting versus resident students. San Francisco: Jossey-Bass.
- Chickering, A. (1974b). Education and identity: Implications for residence hall living. In D. DeCoster & P. Mable (Ed.), Student development and education in college residence halls (pp. 256-299). Washington, DC: American College Personnel Association.
- Chickering, A., & Kuper, E. (1971). Educational outcomes for commuters and residents. Educational Record, 52, 255-261.
- Chickering, A., & McCormic, J. (1973). Personality development and the college experience. Research in Higher Education, 1(1), 43-70.
- Clodfelter, I., Furr, S., & Washowiak, D. (1984). Student living environments and their perceived impact on academic performance. Journal of College and University Student Housing, 14, 18-21.
- Davis, J., & Caldwell, S. (1977). An intercampus comparison of commuter and residential student attitudes. Journal of College Student Personnel, 14, 286-290.
- Dollar, R. J. (1966). Characteristics and choice of housing. Journal of College Student Personnel, 7, 147-150.

- Dressel, P., & Nisula, E. (1966). A comparison of the community and non-commuting students. East Lansing, MI: Michigan State University. (ERIC Document Reproduction Service No. ED 011 967)
- Enaowho, O. (1985). Emerging issues in Nigerian education: The case of the level and scope of growth of Nigerian universities. Higher Education: The International Journal of Higher Education and Educational Planning, 14, 307-319.
- Endo, J., & Harpel, R. (1982). The effect of student-faculty interaction on students' educational outcomes. Research in Higher Education, 16, 115-138.
- Federal Republic of Nigeria. (1963). University development in Nigeria: Report of the National Universities Commission. Apapa: The Nigerian National Press Ltd.
- Feldman, K., & Newcomb, T. (1969). The impact of college on students (Vol. 2). San Francisco: Jossey-Bass.
- Flanagan, D. (1975). Research on commuter students from 1971-1975. Minneapolis: University of Minnesota Office of Student Development. (ERIC Document Reproduction Service No. ED 105 782)
- Foster, M., Sedlacek, W., & Hardwick, M. (1975). A comparison of dependent commuters, independent commuters, and resident students. College Park, MD: University of Maryland Counseling Center. (ERIC Document Reproduction Service No. ED 129 159)
- Graff, R., & Cooley, G. (1970). Adjustment of commuter and resident students. The Journal of College Student Personnel, 11, 54-57.
- Grobman, A. B. (1980). The missions of urban institutions. Liberal Education, 66, 200-207.
- Hardy, C. (1973). A commuter-resident profile: College satisfaction, liberalism, and social class variables. The Southern Journal of Educational Research, 7, 61-65.
- Houtras, P., & Brandt, K. (1970). Relation of student residence to academic performance in college. The Journal of Educational Research, 63, 351-354.
- Iverson, B., Pascarella, E., & Terenzini, P. (1984). Informal faculty-student contact and commuter college freshmen. Research in Higher Education, 21, 123-136.

- Kerlinger, F. (1986). Foundations of behavioral research (3rd ed.). New York: Holt, Rinehart and Winston.
- Lacy, W. (1978). Interpersonal relationships as mediators of structural effects: College student socialization in a traditional and an experimental university environment. Sociology of Education, 51, 201-211.
- Levin, B., & Clowes, D. (1982). Effect of residence hall living at college on attainment of the baccalaureate degree. Journal of College Student Personnel, 23, 99-104.
- Matson, R. (1963). A study of the influence of fraternity, residence hall, and off-campus living on students of high, average, and low college potential. Journal of NAWDC, 26, 24-29.
- Millman, S. D. (1972). Residence environment: Zeroing in. The Journal of College and University Student Housing, 2, 3-7.
- Moos, R. H. (1979). The effect of a compulsory on-campus residency policy upon academic achievement for freshmen. Fort Lauderdale, FL: Nova University, College of Education. (ERIC Document Reproduction Service No. ED 129 378)
- Mussano, F. (1976). The effect of a compulsory on-campus residency policy upon academic achievement for freshmen, Fort Lauderdale, FL: Nova University, College of Education. (ERIC Document Reproduction Service No. ED 129 378)
- National Institute of Education. (1983). A nation at risk: The report of the National Commission on Excellence in Education. Washington, DC: National Institute of Education, U.S. Department of Education.
- National Institute of Education. (1984). Involvement in learning: Realizing the potential of American higher education (Final report of the Study Group on the Conditions of Excellence in American higher education). Washington, DC: National Institute of Education, U.S. Department of Education.
- Nowack, K., & Hanson, A. (1985). Academic achievement of freshmen as a function of residence hall housing. NASPA, 22, 22-28.
- Oduleye, S. O. (1985). Decline in Nigerian universities. Higher Education: The International Journal of Higher Education and Educational Planning, 14, 17-40.

- Pascarella, E. (1980). Student/faculty informal contact and college outcomes. Review of Educational Research, 50, 545-595.
- Pascarella, E. (1984). Reassessing the effects of living on campus versus commuting to college: A causal modeling approach. The Review of Higher Education, 7, 247-260.
- Pascarella, E. (1985). The influence of on-campus living versus commuting to college on intellectual and interpersonal self-concept. Journal of College Student Personnel, 26, 292-299.
- Pascarella, E., & Terenzini, P. (1976). Informal interaction with faculty and freshman ratings of academic and non-academic experience of college. Journal of Educational Research, 70, 35-41.
- Pascarella, E., & Terenzini, P. (1978). Student-faculty informal relationships and freshman year educational outcomes. Journal of Educational Research, 71, 183-189.
- Prusok, R., & Walsh, B. (1964). College students residence and academic achievement. Journal of College Student Personnel, 5, 180-184.
- Pugh, R., & Chamberlain, P. (1976). Undergraduate residence: An assessment of academic achievement in a predominantly university community. Journal of College Student Personnel, 17, 138-141.
- Reichard, D., & McArver, P. (1975). The commuting student survey: Highlights and summary tables. Greensboro, NC: North Carolina University, Office of Institutional Research. (ERIC Document Reproduction Service No. ED 119 597)
- Sauber, R. S. (1972). College adjustment and place of residence. Journal of College Student Personnel, 13, 205-208.
- Scott, S. H. (1975). Impact of residence hall living on college student development. Journal of College Student Personnel, 16, 214-219.
- Smallwood, F., & Klas, L. (1983). A comparison of the academic, personal, and social effects of four different types of university residential environments. Journal of College and University Student Housing, 13, 13-19.
- Stark, M. (1965). Commuter and residence hall students compared. Personnel and Guidance Journal, 44, 277-281.

- Sudman, S., & Bradburn, N. (1982). Asking questions: A practical guide to questionnaire design. San Francisco: Jossey-Bass.
- Terenzini, P. T., & Pascarella, E. T. (1980). Student/faculty relationships and freshman year educational outcomes: A further investigation. Journal of College Student Personnel, 21, 521-528.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research, 45, 89-125.
- University of Ibadan. (1977). University of Ibadan calendar 1977-1978. Ibadan, Nigeria: Ibadan University Press.
- Yesufu, T. M. (1973). The University of Lagos: Profile of an African urban university. In T. M. Yesufu (Ed.), Creating the African university (pp. 251-271). Ibadan, Nigeria: Oxford University Press.
- Welty, J. D. (1976). Resident and commuter students: Is it only the living situation? Journal of College Student Personnel, 17, 465-468.
- Wilson, R., Woods, L., & Gaff, J. (1974). Social-psychological accessibility and faculty-student interaction beyond the classroom. Sociology of Education, 47, 74-92.

APPENDIX

RELATING RESIDENCE LOCATION WITH INVOLVEMENT IN UNIVERSITY PROGRAMS

1. Sex: _____ Male (1) _____ Female (2)
2. How old are you?
_____ 16-18 yrs (1)
_____ 19-21 yrs (2)
_____ 22-24 yrs (3)
_____ 25-30 yrs (4)
_____ over 30 yrs (5)
3. Where is your home state? _____ state (1)
4. What is your academic classification?
_____ Prelim (1)
_____ First Year (2)
_____ Second Year (3)
_____ Third Year (4)
5. Where do you live?
_____ university dormitory (1)
_____ off-campus living independently (2)
_____ at home with parents (3)
_____ with relatives or others (4)
6. If you are living in on-campus dormitory, how long have you
been living in a dormitory?
_____ less than 1 yr (1)
_____ 1-2 yrs (2)
_____ more than 2 yrs (3)
_____ other (specify) _____ (4)

7. If you are currently living outside the university, have you lived in a dormitory on-campus prior to now?

_____yes (1)

_____no (2)

8. How long were you in the dormitory before you moved out?

_____less than 1 yr (1)

_____1 yr (2)

_____2 yrs (3)

_____other (specify) _____(4)

9. What was the most important reason for moving off-campus?

_____university regulation or laws (1)

_____financial reasons (2)

_____to be with friends living off-campus (3)

_____to be with parents/relatives outside the campus (4)

_____lack of satisfaction with dormitory living (5)

_____marriage (6)

_____other (specify) _____(7)

10. How far do you live from campus?

_____less than 1 mile (1)

_____1-3.4 miles (2)

_____3.5-5.4 miles (3)

_____5.5-7.4 miles (4)

_____7.5-10 miles (5)

_____more than 10 miles (6)

11. How do you get to the campus?

_____walk (1)

_____drive personal car (2)

_____ride bicycle/motorcycle (3)

_____ride public transportation (4)

_____other (specify) _____ (5)

12. If you have lived off-campus and in on-campus dormitory during your undergraduate program, which one do you consider the most desirable for you?

_____off-campus (1)

_____on-campus (2)

13. Give reasons for your answer to question 12 above.

14. Are your activities after your daily classes mostly on the university campus or outside the campus?

_____mostly on the university campus (1)

_____mostly outside the university campus (2)

_____about equally divided (3)

15. Where is/are your close friend(s) living?

_____off-campus (1)

_____on-campus (2)

16. Do you belong to any campus students' clubs, organizations, student government, or athletic group?

_____yes (1)

_____no (2)

17. What are the names of the campus students' clubs, organizations, etc. in which you are an active member? (ACTIVE can mean any of these: regular attendance of club meetings, participation in club organization's activities, and holding an official position.)
18. Name the office(s) you have held or are holding (if any) in the student clubs, organizations, etc., and the years.
19. What is the average number of hours you are involved in the clubs/organization activities in a week?
- _____ less than 1 hour (1)
- _____ 1-3.4 hours (2)
- _____ 3.5-5.4 hours (3)
- _____ 5.5-7 hours (4)
- _____ more than 7 hours (5)
20. In interacting with your professors, how often do you meet with them outside the class time?
- _____ very often (1)
- _____ often (2)
- _____ not often (3)
- _____ not at all (4)
21. Whenever you meet with any of your professors informally, how often do you discuss class/course or intellectual problems?
- _____ very often (1)
- _____ often (2)
- _____ seldom (3)
- _____ not at all (4)

22. Do you meet with your professors informally to get academic advice?
- _____ Yes (1)
- _____ No (2)
23. How often do you get academic advice?
- _____ very often (1)
- _____ often (2)
- _____ not often (3)
- _____ not at all (4)
24. How often do you meet with your professors informally to discuss your future career?
- _____ regularly (1)
- _____ occasionally (2)
- _____ rarely (3)
- _____ never (4)
25. How often do you meet your professors to discuss your personal problems?
- _____ regularly (1)
- _____ occasionally (2)
- _____ rarely (3)
- _____ never (4)
26. How often do you meet your professors informally to discuss social, political, or campus issues?
- _____ regularly (1)
- _____ occasionally (2)
- _____ rarely (3)
- _____ never (4)

27. How do you feel about the following statement? My professors are helpful to me in attaining my university goals.

_____strongly agree (1)

_____agree (2)

_____disagree (3)

_____strongly disagree (4)

28. Concerning your total experience at this university, are you satisfied so far?

_____very satisfied (1)

_____satisfied (2)

_____not satisfied (Go to question 30) (3)

29. List two or three areas of university life with which you are particularly well pleased.

30. If you are not satisfied with your university experience, give two or three areas with which you are not pleased.

31. What are the average number of hours each day you study or carry out class assignments?

32. Do you study alone or with friends?

_____alone (1)

_____with friends (2)

33. Where do you study most of the time?

_____library (1)

_____bedroom (2)

_____lecture room (3)

_____classroom (4)

_____other (specify) _____ (5)

34. What are the average number of hours you spend in the library per week?

35. When you want to make use of the library, do you consider your accessibility to this facility easy or difficult?

_____easy (Answer question 37 next) (1)

_____difficult (2)

36. Give reason(s) the library is not easily accessible to you?

37. Would you consider yourself to have been influenced in any way by this university?

_____yes (1)

_____no (2)

38. Give specific areas you have been influenced.

39. What is your academic average of the work you have completed up to this time?

_____ 4.10-5.00 (1)

_____ 3.50-4.09 (2)

_____ 2.50-3.49 (3)

_____ 2.20-2.49 (4)

_____ 2.00-2.19 (5)

_____ 1.00-1.90 (6)

40. What are your plans after you obtain your degree?

_____ enter graduate school (1)

_____ get a job (2)

_____ other (specify) _____ (3)

41. Use space below for any comment or additional information. .

THANKS FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE.


BIOGRAPHICAL SKETCH

Christianah Iyabode Falade was born and raised in Nigeria. She attended St. Saviour's Elementary School and Christ's School both in Ado-Ekiti in Nigeria. She completed her secondary education in 1971, and worked as an assistant bursar at her uncle's private secondary school from 1972 through 1974. Christianah relocated to Liberia in 1975 to pursue higher education. She enrolled in a library science institution in Monrovia, Liberia, that same year and was admitted to the University of Liberia in 1976. At the university, she majored in sociology and minored in demography. She graduated with a B.A. degree in 1979 and returned to Nigeria to be a part of the National Youth Service Corps.

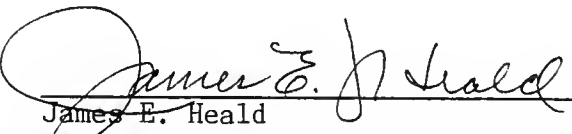
Christianah was married in Nigeria in 1980 and came to the United States with her husband in 1981. She earned her M.A. in student personnel services and her Ed.S. in educational psychology at Tennessee Technological University, Cookeville, Tennessee, in 1982 and 1984 respectively. She began her doctoral study at the University of Florida in 1985 and received her Ph.D. in higher education administration in August, 1988.

Christianah is married to Christopher Omosimoju and they have two children, Oluwaseyi Tosin and Oluwaseun Ayooluwa. She was the daughter of the late Joseph Richard Oni and Janet Omotayo Abiodun.

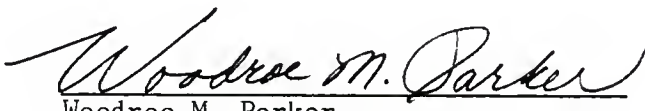
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James L. Wattenbarger, Chairman
Professor of Educational Leadership


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James E. Heald
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Woodroe M. Parker
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Carl A. Sandeen
Professor of Educational Leadership

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1988

David C. Smith (N)
Dean, College of Education

Dean, Graduate School

UNIVERSITY OF FLORIDA



3 1262 08554 6744